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ABSTRACT

This guide is designed to provide employment trainers and instructors with educational materials that can be used to prepare young women to enter appreticeship or advanced training programs in the skilled trades. The manual describes basic classroom exercises used to sharpen required skills of apprenticeship candidates. It emphasizes clarifying expectations and developing work behavior strategies with women who are interested in occupations still considered nontraditional for them. The "Blueprint" is intended for use by trainers who recognize their clients' need for supportive encouragement to open the barriers blocking success in entering and staying in a skilled trades work environment. The terms used to describe the steps in designing this program correspond to the stages of construction, so that trainers can conceptualize all of the elements needed for a complete training plan. Each training activity described includes a specific goal, materials (tools) needed, and training instructions. Sample handouts accompany many of the exercises. The appendix includes a sample curriculum and a bibliography of materials which apply to construction jobs (the focus of "Opening Trade Barriers") as well as reference materials that apply to any nontraditional job for women. (KC)

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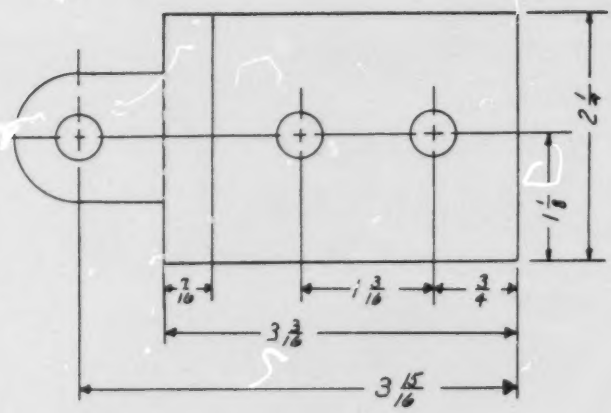
OPENING TRADE BARRIERS A TRAINING BLUEPRINT



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vol 2

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purpose

OPENING TRADE BARRIERS: A TRAINING BLUEPRINT IS DESIGNED TO PROVIDE EMPLOYMENT TRAINERS AND INSTRUCTORS WITH EDUCATIONAL MATERIALS WHICH CAN BE USED TO PREPARE YOUNG WOMEN TO ENTER APPRENTICESHIP OR ADVANCED TRAINING PROGRAMS IN THE SKILLED TRADES. THE MANUAL DESCRIBES BASIC CLASSROOM EXERCISES USED TO SHARPEN REQUIRED SKILLS OF APPRENTICESHIP CANDIDATES. THERE IS AN INTENTIONAL EMPHASIS ON CLARIFYING EXPECTATIONS AND DEVELOPING WORK BEHAVIOR STRATEGIES WITH WOMEN WHO ARE INTERESTED IN OCCUPATIONS STILL CONSIDERED NON-TRADITIONAL FOR THEIR GENDER. THE BLUEPRINT IS INTENDED FOR USE BY TRAINERS WHO RECOGNIZE THEIR CLIENTS' NEED FOR SUPPORTIVE ENCOURAGEMENT TO OPEN THE BARRIERS BLOCKING SUCCESS IN ENTERING AND STAYING IN A SKILLED TRADES WORK ENVIRONMENT.

acknowledgments

The preparation of this manual was a collective effort. Gratitude is extended to the entire Opening Trade Barriers project staff and participants for providing ongoing validation that the materials contained in the Blueprint are effective.

Special thanks to the following persons for providing technical assistance to the actual production of the Training Blueprint.

Jari Himes	For developing the original training curriculum and writing instructions for the exercises.
Barbara Brown Sheryl Bechtelheimer	For patient typing of the manual and assistance in layout design.
Susan Junk Kim Miller	For drafting and graphic art assistance.

preface

These training materials were designed for a very special group of women - women who, one day, will be mentioned in the history books as "firsts".

In this decade, these women will be part of an unprecedented change in employment statistics. Secretaries will become electricians. Teachers will become carpenters. Waitresses will become plumbers. These, and other opportunities in the apprenticeship programs of the skilled trades, have become possible through legislated action.

Opportunities, legislated or not, cannot be taken advantage of without preparation, however.

And that is the purpose of this manual - to provide one approach to the preparation of women who seek entry into the skilled trades. A scarcity of pre-apprenticeship training programs and training materials for women led to the development of this book. Consequently, these training materials are an experiential, "crazy-quilt" result of advice from Bureau of Apprenticeship Training (BAT) reps and Joint Apprenticeship Committee (JAC) members, of adult education theory and "pop psychology" trends, of concentrated research and middle-of-the-night brainstorms.

On the other hand, the book is not a reflection of some very popular myths about women who plan to do "a man's job":

"She's too weak because women are smaller than men."
"She can't pass the GATB because of women never score as high as men do."
"She only wants the job because of the money."
"What woman likes to do manual labor?"

This book eliminates those myths. I hope you, as a trainer, will ignore them as well.

Jari Himes,
Training Specialist
Opening Trade Barriers

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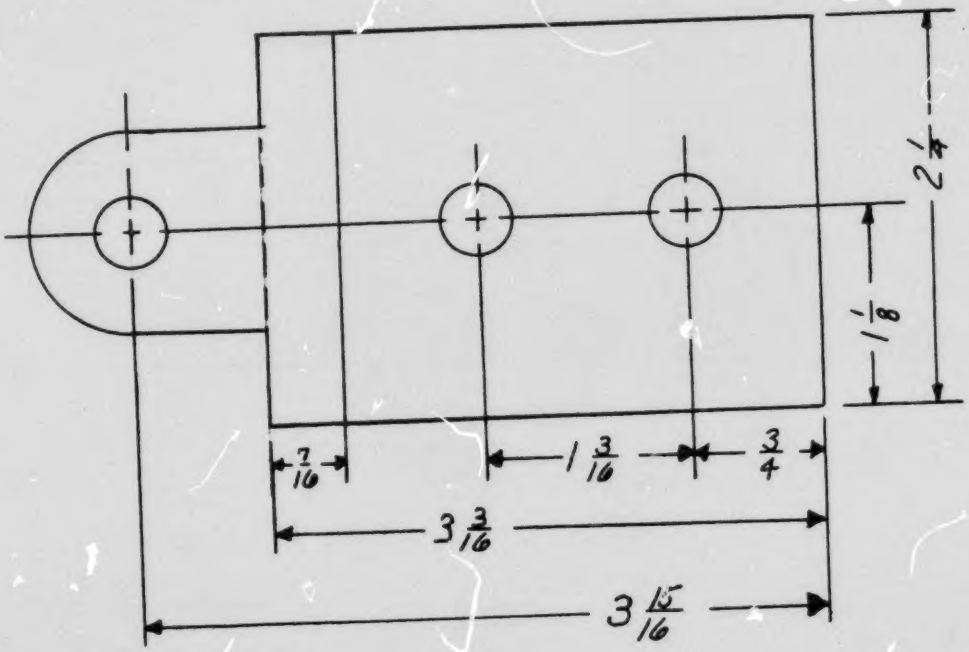
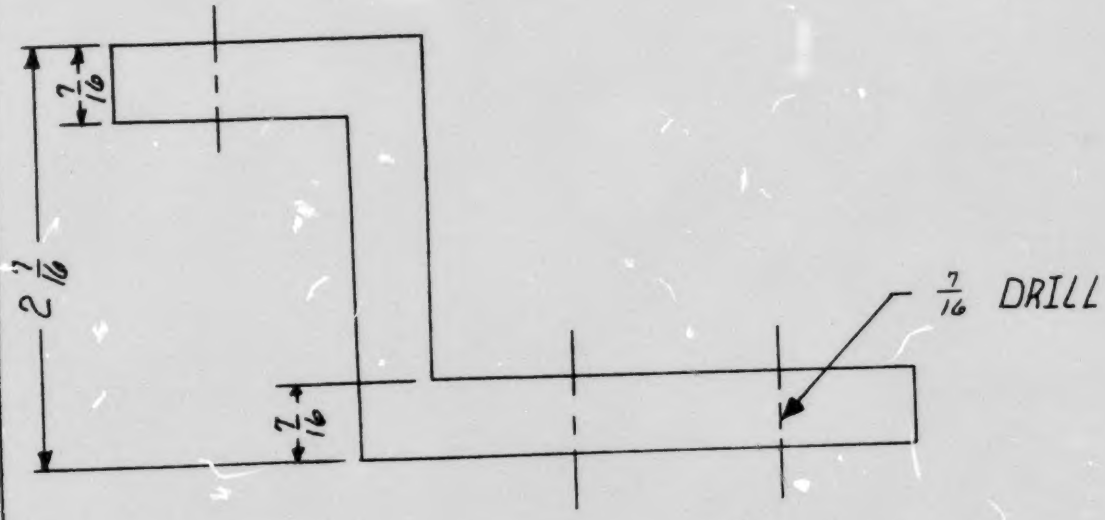
INTRODUCTION





INTRODUCTION . . .

The 1970's has witnessed a great deal of social change involving the role of women. One trend that has had a deeply significant impact on American society is the greater participation of women in the workforce. Women are now entering previously all-male work domains and the term "non-traditional jobs for women" is a widely recognized term among career planners and employment trainers. Jobs in the apprenticeable skilled trades are included in the category of non-traditional jobs for women who currently represent less than five percent of all craftworkers.

The trend of higher percentages of women entering the skilled trades has an important impact on employment trainers who are responsible for preparing young women for careers. It means that new educational materials and programs are needed to overcome the past inequities in the early education and socialization of women.

Opening Trade Barriers was an experiment in meeting the remedial training needs of young women whose expressed interest was in the skilled trades. The experiment succeeded and this guide was developed from the compiled curriculum used in the training series.

. . . TO THE PROJECT

The Fort Wayne Women's Bureau, Inc., a non-profit community agency located in northeastern Indiana, developed and implemented the Opening Trade Barriers project. All of the projects sponsored by the Women's Bureau support the agency purpose of upgrading women's status. Educational projects and peer advocacy counseling are but two of the categories in which the Bureau provides direct services to clients seeking assistance.

Opening Trade Barriers was focused on upgrading the status of women in non-traditional employment, specifically the skilled trades. The project was funded by a grant from the Indiana Office of Occupational Development and operated from July, 1978, through September, 1979.

The training series mentioned above was one of three project components, each of which related to a specific objective and each of which was implemented by a separate staff member. The three objectives recognized that artificial barriers to women in non-traditional jobs may exist within school counseling systems, within employment recruitment techniques, and within the women themselves. The objectives were:

Project Objective One

To promote awareness of non-traditional career opportunities with those responsible for career guidance in the school system.

Staff: Vocational Consultant

Component Activities:

- Worked closely with area school guidance personnel, administrators, students.
- Participated on school career task forces.
- Presented classroom sessions on career exploration.
- Suggested alternative vocational texts.
- Provided resource materials and recruited resource persons to work with school administrators and students.

Project Objective Two

To encourage the expansion of job opportunities within unions and companies which may provide non-traditional jobs for women.

Staff: Employment Consultant

Component Activities:

- Developed cooperative links with apprenticeship councils, union officials, and Bureau of Apprenticeship/Training representatives in order to provide job recruitment opportunities for project participants.
- Worked with vocational institutes and technical schools to coordinate admission of participants to specialized training programs.
- Counseled O.T.B. "graduates" concerning those trades best suited to their individual background, class performance, and personal preference.
- Promoted individual students during apprenticeship recruitment schedules.

Project Objective Three

To assist women in their efforts to meet standards of employability through a skills training program.

Staff: Training Specialist

Component Activities:

- Recruited, screened and trained project participants in an intensive 30-hour classroom program designed to prepare them for apprenticeship programs.
- Researched apprenticeship entry requirements, educational units and materials and designed overall curriculum.
- Compiled resource materials.
- Contracted with consulting teachers with specialized knowledge of certain subject matter.

Users of this material are encouraged to combine their training efforts with similar vocational and employment development components to ensure successful long-range results. The successful outcome of the O.T.B. project depended on each component reinforcing the others. For example, contacts secured by the employment consultant made apprenticeship entry or advanced training a tangible reality for participants. The training component provided a pool of applicants which helped debunk the myth that women aren't interested in the skilled trades. The long-range career planning work accomplished by the vocational consultant ensured that school guidance personnel are aware of counseling female students to take essential courses required by apprenticeship programs. Thus, the components dovetailed their activities and complemented each other's work.

. . . TO THE TRAINING COMPONENT

The training component, which included the most direct contact with participants, is the focus of this guide. The project implementation included a specific design which blended with the sponsor's organizational setting and resources. Four training sessions, consisting of 24 required hours of classroom time and 6 required hours of individualized counseling and tutoring were conducted during the year. Each session limited participation to ten women who met the qualifications of being: 1) age 18 or older; 2) CETA eligible (income guidelines); 3) physically able to perform the manual tasks associated with the trades; and 4) strongly interested in non-traditional job entry.

The training specialist designed a sequence of exercises, some of which reinforced the apprenticeship entry skills and some of which emphasized a tolerance for all-male work environments. The curriculum was developed so that each class session contained elements of both. For example, one four-hour session would include role-playing an interview, practicing on pseudo-GATB (General Aptitude Test Battery) forms, and group discussion reacting to experiences of women who already worked in a non-traditional job. Math tutoring was provided on an individual basis outside the classroom. The exact sequence of presentation used in O.T.B. is secondary in importance to including learning experiences that are universal to all apprenticeship candidates and those that are specific to women.

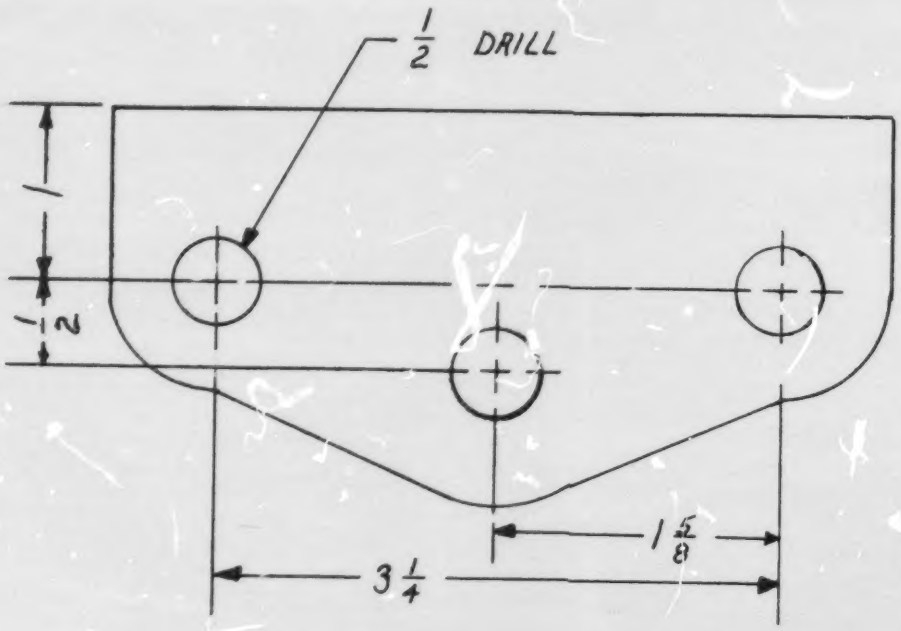
The training program implemented in Opening Trade Barriers used an

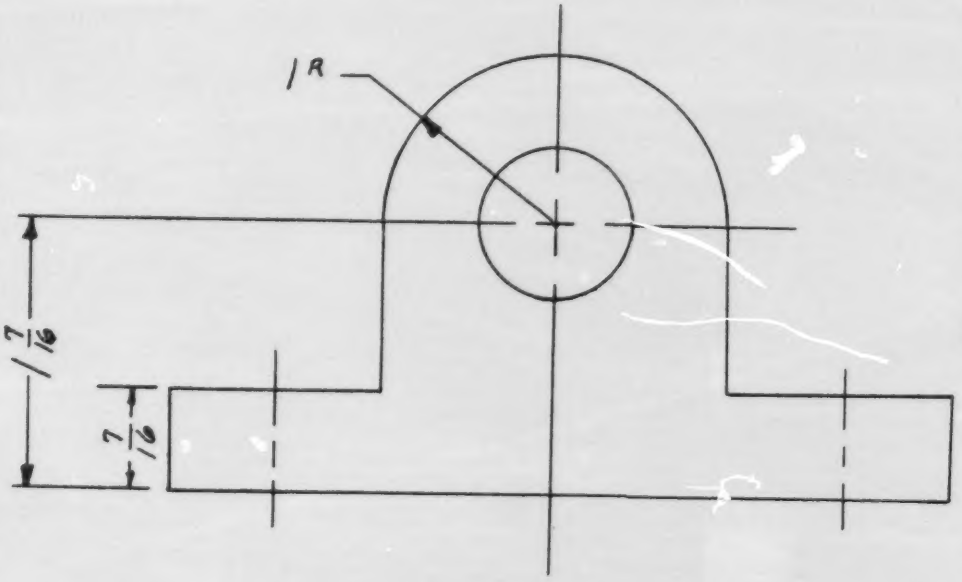
adult educational approach. The student, not the teacher, was responsible for learning. The class participant provided as much learning experience for the rest of the group as she expected to receive from other participants. Tests, notes, questions, or class participation were not for the sake of the teacher but for the sake of the participant and her future. All learning was immediately applicable to the learner's situation. This approach put the bulk of the responsibility for learning on the student, with the instructor providing the basic framework and format for learning and consistent with the motivational needs of adults moving toward educational and employment goals.

. . . TO THE BLUEPRINT

A blueprint is a construction plan. The Opening Trade Barriers Blueprint is a plan for building a pre-apprenticeship training program for women. The terms used to describe the steps in designing the program correspond to the stages of construction. This was done so that trainers can conceptualize all of the elements needed for a complete training plan. However, after the learning foundation is laid, the training activities described in the sections titled Framing the Structure (basic skills needed by all apprenticeship candidates) and Reinforcing the Structure (tolerance for all-male work environment) should be interspersed throughout a class series. Thus, a trainer may conduct a session which includes an exercise on assertive responses to sexual harassment and a segment on exercises in spatial relations tests. A sample curriculum - One Plan That Worked - is described in the appendix to this guide.

Each training activity described includes a specific goal, materials (tools) needed, and training instructions. Sample handouts accompany many of the exercises. Trainers using this material are encouraged to develop handouts/references specific to their class participants' job goals. Opening Trade Barriers emphasized entry into the construction trades and included reading materials which related to construction jobs. Some of the reference materials will apply to any non-traditional job for women. These are listed in the bibliography located in the appendix.





TRAINING PROGRAM

SURVEYING THE SITE

To conduct an effective training program, trainers should do some preliminary planning. This section on site survey corresponds to the essential types of information which the trainer should research before recruiting program participants.

The first subject to research - one's personal motivations and goals for the training program-is subjective. The Blueprint does not include a justification of why women should be in the skilled trades. Thus, trainers are encouraged to be very clear about their own attitudes toward women.

A major assumption of this guide is that women are quite capable of successfully and eagerly performing jobs in the skilled trades. Trainers whose personal philosophy conflicts with this assumption need to assess their own potential effectiveness in facilitating women's entry into non-traditional occupations.

To get started with the objective types of research, the trainer should ask:

1. WHAT DO EMPLOYERS (APPRENTICESHIP COUNCILS OR COMPANY PERSONNEL REPRESENTATIVES) SEEK IN CANDIDATES? WHAT ARE THE FORMAL AND INFORMAL QUALIFICATIONS FOR APPRENTICESHIP ENTRY?

2. WHAT TYPES OF REMEDIAL TRAINING AND TUTORING DO YOUNG WOMEN, INTERESTED IN THE SKILLED TRADES, NEED IN ORDER TO MEET THE QUALIFICATIONS OF APPRENTICESHIP ENTRY?

In answering the first question, the following subjects should be surveyed: history of the skilled trades, recruitment methods and schedules used by employers, current local demand for specific jobs in skilled trades, local commitment to affirmative action strategies, working conditions, and (most importantly) the formal (age, physical condition, education, test score) and informal (attitude, interest, access to transportation, communication skills) qualifications required in specific apprenticeships.

Personal contacts with local union representatives, JAC's (Joint Apprenticeship Councils), BAT (Bureau of Apprenticeship/Training), and the local office of your state employment agency will help answer the first question. Many local JAC's have written directories which describe the trades they apprentice, required basic qualifications, and whom to contact for more information. Compile as many pamphlets and directories as possible for reference use in the training program. Most unions will welcome the opportunity to assist a program designed to provide them with a pool of qualified applicants. Informal friendly discussions with employer representatives should provide current information on the hiring procedures and criteria which participants will have to meet.

In answering the second question, the trainer should know or have ready access to information about: participation of women in the overall labor force; representation of women in the skilled trades nationally and locally; current legislation affecting women in the apprenticeships; and areas of

the skilled trades entry criteria and job success criteria in which women, as a class, need technical customized attention (e.g. math, tool recognition, spatial relations, mechanical language, job hazards, physical conditioning, and dealing assertively with harassment.

To research what areas of training will be most needed by women, one need only realize that the socialization experience for most women does not include an emphasis in developing several skills required in the trades, e.g. math, spatial relations, and tool recognition and usage. Women's physical strength and conditioning has not been encouraged but is required for endurance and stamina in manual occupations. Working in an environment with co-workers who may be hostile to her presence and/or success on the job will require the development and practice of communication and behavior strategies which maximize her ability to achieve her career objectives.

The trainer needs to know the myths and challenges that are specific to women in the skilled trades. Contact women already employed in non-traditional jobs to obtain first-hand experience and suggestions for planning the training program.

In answering the two basic questions listed above, the trainer will develop an understanding of the employment environment and the learning needs of participants. Both subjects should be familiar to trainers before a specific training program is designed.

SELECTING THE BUILDING MATERIALS

Once the "site" has been properly scanned and measured, the trainer should consider what types of building materials the overall program will include. Two areasof consideration are the recruitment and selection of participants and the selection of learning materials and resources.

PARTICIPANTS

The research done on formal and informal qualifications sought by employers will be the basis for developing a recruitment plan and a list of selection criteria. Most unions require applicants to meet three objectively determined conditions - age, education, and capability of performing physical work associated with the occupation. Common criteria for those conditions are:

AGE - at least 18 years of age - Birth Certificate

EDUCATION - High School Diploma or G.E.D. Certificate

HEALTH - Physical checkup - proof that physical condition will not interfere with job requirements.

Recruitment Plan

Opening Trade Barriers used a variety of recruitment strategies which were overwhelmingly successful. They included:

Public Media: Arranged for local newspaper feature articles, radio and television feature broadcasts, and Public Service Announcements.

Written Advertising: Distributed project brochure to all area social service and community agencies. Displayed project printed posters in community agencies. Included special recruitment notice with monthly allotment to all A.D.C. recipients.

Personal Contact: Visited local agencies which counsel women to explain training program. Visited local union business managers to publicize recruitment plan. Visited school guidance personnel to inform them about training objectives.

The goal was to attract participants who had already defined their job area interest in one of the skilled trades. Promotional material clearly stated that the training program would prepare participants to apply for entry into the following jobs: carpenter, painter, electrician, laborer, plumber, roofer, operating engineer, ironworker, e.g. skilled trades associated with the construction industry. In addition, the promotional products stated the age, education, and income guidelines followed by the Opening Trade Barriers project.

The income guideline was unique to the project. CETA income guidelines were followed as part of the specific requirements of the project contract with CETA, not as a requirement for apprenticeship programs sponsored by unions/companies.

CETA-eligible participants of O.T.B. were paid a nominal incentive allowance as part of the overall model project design. Although other

programs may not include the incentive payment feature, trainers should be reminded that a well organized recruitment process will produce a large number of interested applicants. Probably, more than the program has planned for.

The age and education criteria adhered to for project entry corresponded to those specified by local employers for apprenticeship entry.

SELECTION PLAN

A 3-step screening process was effective in selecting participants for the training program. Telephone interviews with interested callers included a brief description of the training program explaining, again, the minimum qualifications. Many callers did not qualify according to the income guidelines and were referred to the ongoing job counseling service - the advocacy office - of the host agency, the Fort Wayne Women's Bureau, Inc. Other callers had not identified an interest in a specific skilled trade. This did not by any means disqualify an applicant. However, some basic interest in and knowledge of the trades was a qualification. Thus, callers with extremely vague job goals were referred to the advocacy office of the Women's Bureau or to the local CETA employment office for individualized counseling.

Those who could qualify were asked to make an appointment to complete an interview process with the project staff. They were also asked to bring verification for age, education, and income. Two interviews were scheduled with training program applicants. Staff used the interview outlines which follow (p. 14-17) to screen for participants whose attitude, interest and background were best suited to the requirements of the work environment of the skilled trades.

OPENING TRADE BARRIERS PROJECT
Initial Screening Enquiry

Date of Interview _____

Participant Name _____

Address _____

Phone _____ Age _____

I. High School Graduate ___ GED Completion ___

General Math ___ Algebra ___ Geometry ___ Trigonometry ___

Industrial Arts ___ Physics ___ General Science ___

Public Assistance ___ ADC ___ Other Income Source _____

Number of Days Unemployed _____

How did you find out about Opening Trade Barriers? _____

_____ What skilled trade interests you the most?

_____ What do you expect from a job in the skilled trades? _____

_____

_____

II. Physical Activities _____

Physical Skills _____

Interviewer's Initials _____

OPENING TRADE BARRIERS PROJECT
Initial Screening Enquiry

Date of Interview _____

Participant Name _____

III. Interviewer's Comments
Age Qualification _____
Income Qualification _____
Education Qualification _____

Personal Qualifications
Assertive/confident/determined _____

Good natured/even-tempered/sense of humor _____

Alert/able to follow directions/able to concentrate _____

Independent/tolerant of being "alone" _____

Interested/motivated _____

Able to endure criticism/possesses self control _____

Goal-oriented _____

Eye-to-eye contact _____

Physical coordination _____

IV. Interviewer's Recommendation

_____

_____

_____

_____

Interviewer's Initials _____

OPENING TRADE BARRIERS PROJECT

Final Screening Interview

Date _____

Name _____

Status

Child care arrangements

Transportation arrangements

Hours Unavailable

Days Unavailable

Age Verification

Income Verification

Aptitude/Background

High School Diploma Verification GED Verification

Assembling (from a kit)
Constructing (small items)
Building
Repairing

Tool Operation (factory, drill, saw)
Machine Operation (truck, sewing machine)
Manual Dexterity (painting)
Digital Dexterity (knitting, musical instrument)
Precision Handling (measuring, sewing)
Speed Handling (cooking)

Puzzle Solving (jigsaw, crossword)
Problem Solving (change tire, car stuck)
Eye/Hand Coordination (thread needle, swing bat)

OPENING TRADE BARRIERS PROJECT

Final Screening Interview

Name _____ Date _____

Status

Child care arrangements

Transportation arrangements

Hours Unavailable

Days Unavailable

Age Verification

Income Verification

Aptitude/Background

High School Diploma Verification GED Verification

Assembling (from a kit)
Constructing (small items)
Building
Repairing

Tool Operation (factory, drill, saw)
Machine Operation (truck, sewing machine)
Manual Dexterity (painting)
Digital Dexterity (knitting, musical instrument)
Precision Handling (measuring, sewing)
Speed Handling (cooking)

Puzzle Solving (jigsaw, crossword)
Problem Solving (change tire, car stuck)
Eye/Hand Coordination (thread needle, swing bat)

Attitude

What activities do you enjoy alone?

Describe your favorite male.

Describe your last failure.

Why are you entering this class?

What always embarrasses you?

Who do you ask for help?

What have you done that men usually do?

What always makes you angry?

Physical Profile

Height Weight

Highest Climb
Heaviest Lift
Claustrophobia

Menstruation

Recommendation _____

Date of Status Decision _____

Interviewer _____

It is important to note that the interviews were conducted in a structured but informal atmosphere. A staff member asked general questions about an applicant's background or life experience which would in any way relate to her aptitude in and tolerance for the skilled trades work environment.

Project staff encouraged applicants to describe formal and informal learning experiences which provided a motivation for the skilled trades. For example, manual or repair work done in the home, completing jigsaws, or completing a task unsupervised were all considered as informal learning experiences which contained elements of aptitudes/attitudes required on the job. The number and type of "non-traditional" skills or experiences noted by the applicant were accounted for by the interviewer. Perhaps the most important subjective qualifications screened for during the interview process were:

1) a strong interest in skilled trades
2) a positive attitude about the apprenticeship system and one's ability to enter it; and
3) a commitment to one's future, e.g. able to accept responsibility for learning what will serve one's own career & personal goals.

Applicants who met the minimum qualifications and performed well during the interview screening were admitted to the training program.

LEARNING MATERIALS AND RESOURCES

Selection of participants should be conducted simultaneously with the selection of learning materials (texts, handouts, practice tests, participatory exercises) and resources (associate teachers, role models, films, outside reading list). In this way, the materials selected will more closely match the learning needs of participants.

The research conducted with employers and with women already employed in the skilled trades will yield the basis for compiling an outline of specific learning objectives. Defining overall and specific goals will guide the process of materials selection.

In Opening Trade Barriers, learning activities and materials were selected and classified according to three training objectives: entry-test acclimation, tolerance and motivation for a skilled trades work environment, and strengthening of assertive communication and behavior. Some exercises reinforced more than one objective. For example, role playing an interview served all three objectives. Practice on spatial relations tests primarily supported the objective to improve participants' chances in scoring well on an entry test.

Trainers are advised to consider the following criteria and/or questions when selecting the learning resources and outlining the curriculum:

1. Content
    a. Define learning objectives - overall series and per session.
    b. Classify materials and exercises according to specific learning needs of participants.

c. Decide whether printed material will be used as information to be learned or as supplemental reading to classroom work.

d. Determine what exercises/handouts the instructor will need to develop as originals.

e. Select additional teaching resources - e.g. consultants, films, role models - which need to be included.

f. Compile more material than can be covered. Then, sift out less important exercises to be used when time allows.

2. Method

a. Classify exercises according to the development of skills or knowledge to determine which approach should be used. Lectures and printed materials are appropriate to teaching objective information; demonstration, experiential exercises are more effective in improving skills.

b. Bring in consultants for subject areas in which you, as a trainer, do not have experience or expertise.

c. Define evaluation criteria and techniques to be used, including both verbal and written methods. Consider devising a per class and an overall series evaluation.

d. Decide whether or not group participation/discussion will be emphasized. Make sure that participants feel comfortable in participating and the environment is conducive to participation- e.g. furniture arrangement, noise level, etc.

e. Arrange sequence of activities so that participants can realize a gain in skill development. Start out with simple exercises; gradually, include more difficult ones.

3. Time Frame

   a. Schedule total number of contact hours in program, duration of program (number of weeks or days) and the duration of each session.

   b. Plan the time of class meetings to be convenient to participants.

   c. Plan the end of the program to coincide with dates when apprenticeship applications are taken by local employers.

When researching the availability of learning materials for the Opening Trade Barriers class, the training specialist discovered that many exercises required either the development of original handouts or the development of a unique approach. However, the selection of some materials was obviously essential to the objective of teaching knowledge and skills required of all apprentice candidates. These materials included:

1. A workbook containing practice "tests" for aptitudes in spatial relations and mechanical aptitude;
2. Workbooks reviewing basic math, e.g. algebra and geometry;
3. A workbook or handouts to improve familiarity with tool identification and usage;
4. Pamphlets/directories generally describing the local skilled trades and application procedures; and,
5. Articles/booklets from the U.S. Department of Labor, Women's Bureau describing legislation and current opportunities for women in the trades.

The specific materials selected for use in Opening Trade Barriers are listed in the bibliography section of the Blueprint. Most of the

above types of materials are readily available in local bookstores or teachers' supply stores. However, the workbook used to sharpen mechanical aptitude and spatial relations skill is not. The recommended text, Mechanical Aptitude and Spatial Relations Tests, can be ordered from Arco Publishing Company, Inc., 219 Park Avenue South, New York, NY 10003, for $6.00.

In Opening Trade Barriers, the training specialist relied heavily on examples from the above workbook to prepare participants for the written entry test which many trades administer to apprentice candidates.

The training specialist developed original materials and/or exercises to use in the subject areas of class orientation, assertive communication, goal-setting, self-assessment, language desensitization, sexual harassment, study skills, interviewing procedures, physical conditioning, and evaluation. All of the above are contained in the Blueprint.

Exercises and handouts which were originally developed and/or adapted by Jari Himes for use in Opening Trade Barriers are denoted by the symbol JH. Trainers are urged to give credit to her when using selected materials from this manual.

LAYING THE FOUNDATION

A strong training program should be conducted with a clearly defined method of interaction between the participants and the trainer. The first class meeting should establish the type of atmosphere in which participants feel comfortable about actively contributing to the class and also feel challenged by the curriculum. Thus, initially, the trainer needs to set an atmosphere of motivation and challenge, while introducing participants to the content and structure of the program.

Equally important is the opportunity provided the participants to assess their own learning progress and to evaluate their personal commitment concerning skilled trades entry. Self-assessment and goal-setting exercises should be introduced during the first session and then repeated throughout the series.

This section of the Training Blueprint includes exercises and handouts which can be used to construct a strong foundation for learning. Three topics with accompanying activities are included:

- Orientation to the class
- Self-assessment techniques
- Goal-setting techniques

ORIENTATION TO THE CLASS

DEFINITION: Introduction of curriculum and instructional format to the participants.

GOAL: To acquaint participants with the adult educational approach to learning.

To explain the learning objectives from the perspective of the participants.

PRINTED MATERIAL NEEDED:

1. Class Meeting Schedule
2. Class Topic Outline
3. Learning Contract
4. Class Guidelines
5. Suggested Reading List

INSTRUCTIONS:

Class Meeting Schedule and Topic Outline

Distribute handout to be read by participants. Point out, verbally, any exceptions to the regular class meeting schedule.

Learning Contract

Read the contract form to the participant emphasizing the commitment of responsibility. Distribute the contracts to participants for signature and related information completion. Give examples of personal goals to explain what can be noted in that section (eg. "improve my math skills", "learn about carpentry tools", "meet other women in the skilled trades," etc).

Class Guidelines

Distribute guideline sheet and encourage questions from participants who do not fully understand any of the expectations listed.

Suggested Reading List

Distribute bibliography. Emphasize that none of the books or magazines listed are required but are, instead, optional activities for independent, outside class study and research.

LEARNING CONTRACT

I am what I see, hear, think, say and do.

I am all my choices, all my successes, and all my mistakes.

No one can defeat me but me.

OTB

I commit myself to completing the _____ week course offered by the Opening Trade Barriers Project.

By signing this contract I understand that:

I will be expected to attend classes _____ hours each week.

I will be responsible for scheduling and attending a one-hour consultation appointment each week.

I must accept the sole responsibility for learning what is presented in class, as well as studying independently outside regular class hours.

Name _____

Date _____

Class Session Enrolled _____

_____

Personal Goals for the _____ Week Class Session

_____

_____

_____

_____

_____

CLASS GUIDELINES

1. Learning is the responsibility of the student. The instructor cannot force you to learn and will never play the role of either a mother or a warden.

2. Attendance will not be taken. If you are absent or late, it is your responsibility to catch up with the classwork missed by asking classmates to share outside classtime hours.

3. As adults, you should not raise your hand for permission to speak or to leave the room. Just do it.

4. Breaks will be given every hour. Use your own judgement at other times about smoking or eating during class, being aware of the objections of others.

5. The seating arrangement will always be informal. Seats will never be assigned.

6. You are expected to contribute as much to the group as you gain from the group: ask questions, share information, bring in articles and books which other class members can use.

7. You will not be told to take notes. You must choose what information is valuable to you and how you will remember that information.

8. "Grades" will not be given. Any tests given are for your personal information, as a way for you to assess what you still need to study, research, or memorize.

SUGGESTED READING LIST

REQUIRED READING

A World of Opportunity in Construction - Northeastern Indiana Construction Advancement Foundation.

Jobs for You in Indiana - Indiana Advisory Council on Vocational Education.

Apprenticeship: Past and Present - U.S. Department of Labor, Employment and Training Administration.

A Women's Guide to Apprenticeship - U.S. Department of Labor, Women's Bureau.

Mechanical Aptitude and Spatial Relations Tests - ARCO Publishing Company.

Conversations: Working Women Talk About Doing a Man's Job - Terry Wetherby.

OPTIONAL READING: Books

Occupational Outlook Handbook - U.S. Department of Labor, Bureau of Labor Statistics.

The Femininity Game - Marcia Hayes and Thomas Boslooper.

Working - Studs Terkel.

MAGAZINE ARTICLES

"Women Who Wear Hardhats" McCalls: 12/77, pg. 52.

"How to Get a Blue Collar" Ms: 5/77, pg. 62.

"Breaking Job Barriers" Parents: 4/78, pg. 56.

"Are Women Stronger than Men?" Harper's Bazaar: 5/77, pg. 89.

"Ms. Plumber" Newsweek: 1/10/72, pg. 53.

"What Men do to Women on the Job" Redbook: 11/76, pg. 149.

"Sexual Harassment" - Ladies Home Journal: 6/77.

"Sexual Harassment- on the Job and How to Stop It" Ms: 11/77.

"Women at Work" Newsweek: 12/6/76, pg. 68.

SELF-ASSESSMENT TECHNIQUES

DEFINITION: Methods which promote the definition of individual learning needs and interests.

GOAL: To provide a means by which participants can assess their identification with the learning objectives of the program.

PRINTED MATERIALS NEEDED:
1. How Am I Doing?
2. Looking Back and Summing Up
3. Trade Interest Inventory.

INSTRUCTIONS:

How Am I Doing?

Direct participants to design their own symbol code, indicating personal progress (eg. "-" for "need improvement," "+" for "no improvement needed").

Column "Before Entering Class" should be completed during the first class meeting; "Midway thru class," during the fifth class meeting; and "Completion of class" during the final class meeting.

Encourage participants to discuss with the rest of the group, the items which they believe reflect their personal progress for each period of time designated.

Collect "How Am I Doing?" sheets after each assessment session.

Looking Back and Summing Up

Direct participants to complete the sentences in this exercise.

Encourage the sharing of each group member's response. Facilitate the discussion by guiding the participants to an awareness of changes, decisions, and risks involved in apprenticeship entry into the skilled trades.

Trade Interest Inventory

After participants have completed the Trade Interest Inventory by following the directions on the handout sheet(s), ask the group members to pair up and note any pattern of response which indicates that the partner's background of interest relates to a specific skilled trade or trades.

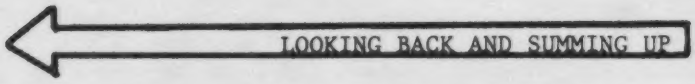
Self Assessment

Name _____

HOW AM I DOING ?

		Before Entering Class	Midway Through Class	Completion Of Class
Math Abilities				
	fractions			
	adding			
Personal Comments:	subtracting			
	multiplying			
	dividing			
	decimals			
	ratios			
	algebra			
	geometry			
	spatial relations			
Tools				
	recognition			
Personal Comments:	usage			
Behavior				
	assertive			
	passive			
Personal Comments:	aggressive			
	confidence			
	concentration			
	memory			
	control of anger			
	control of body language			
	communicating with male co-workers			

		Before Entering Class	Midway Through Class	Completion Of Class
Knowledge of Skilled Trades				
	knowledge of specific trade			
Personal Comments:	choice of particular trade			
	harassment			
	job hazards			
Physical Conditioning				
	regular exercise			
	climbing			
Personal Comments:	weight lifting			
	strength			
	agility			
Life Planning				
	set goals			
	solve problems			
Personal Comments:	make decisions for self			
	determination			
	ambition			
Job Seeking				
	interview procedure			
Personal Comments:	application forms			
	GATB or other entry test			
Outside Class				
	extra reading			
	math tutoring			
Personal Comments:	fixing things for self and friends			
	appointment with Employment Counselor			



I think taking a risk is _____

I think making a change in my life is _____

I think making a decision is _____

I deal with a crisis by _____

It's easier to make a decision when I _____

I think I prefer as little change in my life as possible because ___

_____

I "welcome" change because _____

I resist change because _____

I resent change because _____

Decisions I've made which all people make _____

_____

_____

_____

Decisions I've made which few other people must make _____

_____

_____

_____

Decisions which I may be forced to make which I have never made before _____

_____

_____

_____

TRADE INTEREST INVENTORY
produced by Better Jobs for Women
of the Denver, Colorado YWCA

Name: _____

NOTE: The purpose of this questionnaire is to provide us with an idea of your preferences within the general area of skilled trade work. Assume that you are capable of performing all the tasks described, and in each group of four select the ONE that you think you would most ENJOY doing.

Please check only ONE in each group of four:

_____ 1. Install windows and screens on a new building.
_____ 2. Service the elevator control system.
_____ 3. Be in charge of ordering the concrete for foundation walls.
_____ 4. Operate a crane.

****

_____ 1. Drive overland routes delivering merchandise from city to city.
_____ 2. Take apart and repair a Xerox machine.
_____ 3. Investigate hazardous conditions on the job site.
_____ 4. Cut, connect and weld pipes for water supply.

****

_____ 1. Deliver 500 metal door frames.
_____ 2. Make 500 metal door frames.
_____ 3. Install 500 metal door frames.
_____ 4. Design 500 metal door frames.

****

_____ 1. Work always outside in all kinds of weather.
_____ 2. Work inside the shop, essentially in one room.
_____ 3. Spend most of the time in a vehicle, traveling from place to place.
_____ 4. Work in an office environment.

****

_____ 1. Change the tires on a city bus.
_____ 2. Work at an assembly line drilling holes in metal window frames.
_____ 3. Inspect materials and equipment for heavy industrial construction.
_____ 4. Install breaker boxes, conduit and cable in a new housing project.

****

_____ 1. Work with pry bar, screw gun and level, installing a store front window.
_____ 2. Lubricate a long haul truck.
_____ 3. Work with a small soldering iron, connecting rows of thin wires.
_____ 4. Inspect elevators for safe operation.

****

_____ 1. Operate electronic data-processing equipment.
_____ 2. Install a fire alarm system in a new building.
_____ 3. Drive a tractor.
_____ 4. Work on your knees with a trowel finishing the surfaces of poured concrete floors.

****

_____ 1. Work on a downtown construction project welding structural steel.
_____ 2. Run a backhoe.
_____ 3. Give information by radio to pilots of incoming planes at a city airport.
_____ 4. Assemble the intricate parts of a duplicating machine.

****

_____ 1. Design upholstery for car interiors.
_____ 2. Build a wall out of cinder block and mortar.
_____ 3. Travel from office building to office building installing new phones.
_____ 4. Drive a cement mixing truck.

****

_____ 1. Operate a piece of heavy equipment which requires only a moderate amount of physical labor.
_____ 2. Work mainly with hands and fingers, doing precise, detailed work.
_____ 3. Do mainly head work with no physical involvement at all.
_____ 4. Do physical labor--mostly lifting, carrying and hoisting.

****

_____ 1. Excavate the hole for the foundations of a new high rise.
_____ 2. Work from blueprints making precision metal parts on a lathe.
_____ 3. Demonstrate use of electric drill for tool manufacturer.
_____ 4. Lay out the lines for partition walls in an apartment building.

****

_____ 1. Teach methods of soldering and welding to building trades apprentices.
_____ 2. Repair a manual typewriter.
_____ 3. Build forms for the concrete portions of a bridge.
_____ 4. Drive a mail truck.

****

_____ 1. Splice telephone cables in an underground enclosure.
_____ 2. Work from a scaffold installing large glass panels.
_____ 3. Arbitrate disputes between labor and management.
_____ 4. Run a pile driver.

****

_____ 1. Work climbing, squatting and maneuvering around obstacles, sometimes in cramped, awkward position.
_____ 2. Work mostly in one spot, standing up all day.
_____ 3. Work as a night-time security guard.
_____ 4. Sit in the cab of a grader, operating the controls and driving.

****

_____ 1. Calculate shipping charges and timelines for a trucking outfit.
_____ 2. Prepare wall surfaces for painting.
_____ 3. Unload produce at warehouse with an electric mule.
_____ 4. Work as a linesperson for the telephone company.

****

_____ 1. Drive a local delivery truck.
_____ 2. Install a new switch on an electric hand drill.
_____ 3. Install radiation lines for hot water heating.
_____ 4. Design stage sets for a theater company.

****

_____ 1. Determine the nature of repair work to be done on foreign cars and assign mechanics to various jobs.
_____ 2. Repair a cash register.
_____ 3. Level ground with a grader for pouring of concrete floor slabs.
_____ 4. Hang doors in a new office building.

****

_____ 1. Inspect buildings under construction to make sure they comply with architectural specifications.
_____ 2. Rebuild transmission systems on cars.
_____ 3. Drive a dump truck on a construction site.
_____ 4. Lay soft tile and carpet in new buildings.

****

_____ 1. Work as a mover, loading and unloading furniture and driving a large van.
_____ 2. Put up acoustic ceilings.
_____ 3. Instruct workers on the job in the safe operation of power-actuated tools.
_____ 4. Inspect and clean mimeograph machines.

****

_____ 1. Drive a small truck delivering bakery goods.
_____ 2. Repair TVs and radios.
_____ 3. Investigate industrial accidents to determine worker's compensation allowance.
_____ 4. Strip forms off finished concrete structures.

****

_____ 1. Work as an electronics technician.
_____ 2. Operate a forklift in a warehouse.
_____ 3. Install sheet metal ducts for heating and air conditioning systems.
_____ 4. Investigate charges of unsafe working conditions.

****

_____ 1. Build pre-fab roof trusses.
_____ 2. Check latest rivisions in city building codes to determine minimum standards.
_____ 3. Overhaul vending machines.
_____ 4. Drive a Greyhound.

_____ 1. Estimate labor and material costs for an electrical contractor.
_____ 2. Install guide rails in elevator shafts.
_____ 3. Work as a garage mechanic on company vehicles.
_____ 4. Service home appliances such as dishwashers, washing machines, etc.

****

_____ 1. Deliver frozen foods for a large supermarket.
_____ 2. Build walls out of metal studs and sheetrock.
_____ 3. Service electric typewriters.
_____ 4. Operate a teletype machine.

****

_____ 1. Build an addition onto your house.
_____ 2. Draw the plans for an addition onto your house.
_____ 3. Put a new engine in your car.
_____ 4. Take apart and repair your washing machine.

****

GOAL-SETTING TECHNIQUES

DEFINITION: Methods which improve individual ability to define and carry out realistic career plans.

GOAL: To heighten participants' awareness of career choice advantages and disadvantages. To emphasize the participants' responsibility for achieving educational and career objectives.

PRINTED MATERIALS NEEDED:

1. Do I Really Understand The Situation?
2. Tutoring Schedule
3. I Never Thought of It That Way
4. The Man Who Sold Hot Dogs
5. Predicting The Future
6. Women's Representation In Craft Occupations

INSTRUCTIONS:

Do I Really Understand The Situation?

Facilitate group discussion by encouraging participants to state the advantages and barriers to skilled trade work. Suggest barriers and advantages mentioned on the sheet only when the participants themselves have not thought of that particular item. As each barrier is mentioned, ask for suggestions to overcome that particular barrier. Lead the group in a discussion of similar barriers they have encountered in previous jobs which did not offer the advantages of the skilled trades. To reinforce all suggestions (re: barriers, advantages), list them on a blackboard as they are mentioned.

Tutoring Schedule

Distribute Counseling/Tutoring Schedule. Emphasize that this independent, but related class activity is the sole responsibility of the individual participant: to set appointments with the tutor and employment consultant, to choose what math skills need improvement, and to complete the entire series of appointments before the last group class session.

Suggest that five hours be devoted to math tutoring sessions and that one hour be set aside for an appointment with the employment advisor to discuss specific apprenticeship goals or additional technical training opportunities.

Announce the names of each math tutor and address, phone numbers, hours available for tutoring, etc. Remind the participants that supplies (pencil, scratch paper, math worksheets) needed for a tutoring session will not be supplied by the tutor.

I Never Thought of It That Way

Write on board "Strength", "Getting dirty", "Mechanical", "Math", "Male co-workers", and "Outdoors". Ask participants to verbally identify which of the items they think are personal weaknesses. Distribute the handout and read each item aloud or ask group members to verbally review each section that gives examples of common tasks performed by women which are related to the skilled trades. Ask participants to jot down additional ideas in the spaces in each section labeled "What Else?".

Urge participants to share the ideas which they have written down. Ask each group member is she has changed her perception of her personal weakness(es) listed on the board at the beginning of the exercise.

The Man Who Sold Hot Dogs

Distribute copies of the story to participants. Ask them to read the sheet and then write down their responses to these two questions:

What does the story really mean?

What does this story have to do with your personal entry into the skilled trades?

Encourage discussion based upon the various participant responses. If no group member raises the point that the "father" weakened his success potential because his son told him it wasn't possible, lead the participants to this possible interpretation. Also establish (if no group member suggests it) that each woman entering the skilled trades may be told time and time again by hostile co-workers, family and friends that she cannot possibly be a success since few women (if any) have ever been successful at this job choice.

Predicting the Future

Ask the participants to close their eyes and picture themselves as apprentices in the skilled trades. Assist them in "entering this fantasy" by asking leading questions (The OTB format for directing the participants in this visualization exercise may be used, or the facilitator may prefer a more informal, spontaneous approach).

After "coaching" the participants into their individual skilled trades fantasies, ask them to jot down their impression of their fantasies. You can assist this memory response by asking the series of questions suggested on the Predicting the Future exercise sheet in this manual or

by simply asking group members to write a paragraph describing their fantasies. Encourage each group member to share her occupational fantasy. Should any fantasies include goals or hopes which are unrealistic for that skilled trade, encourage discussion of that discrepancy.

Women's Representation In Craft Occupations

Distribute chart displaying the low representation of women in craft occupations as of August, 1978. This is a motivational handout and can be used as part of the above exercises or simply as supplementary material.

DO I REALLY UNDERSTAND THE SITUATION?

Goal: _____

BARRIERS

Physical strength	Prejudice
Sex discrimination	Ridicule from friends
Criticism by relatives	Physical stamina
Only woman on worksite	Harassment
Lack of assistance by co-workers	Two-four year commitment

What can I do to overcome each barrier?

ADVANTAGES

Free training/education	Lifelong skill
A "first"	Pride in being a trailblazer
Financial security	Priority applicant

What other jobs have similar barriers, but not advantages?

_____

_____

_____

_____

_____

_____

_____

Name _____

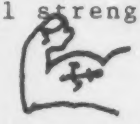
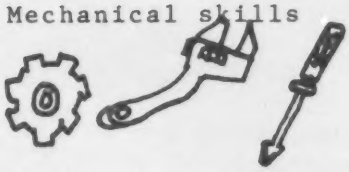
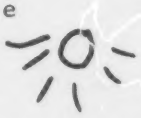
Class Session _____

COUNSELING/TUTORING SCHEDULE

Date of Appointment	Time of Appointment	Name of Tutor or Counselor	Purpose of Appointment	Initials of Tutor/Counselor
Session I				
Session II				
Session III				
Session IV				
Session V				
Session VI				

I NEVER THOUGHT OF IT THAT WAY

People say that women can't handle men's work or don't feel comfortable working with men. But if you think about this.....

men's jobs require	many women
A. Physical strength 	- Lift heavy furniture - Carry children - Carry loaded shopping bags - What else?_____
B. Getting dirty, grubby, or greasy	- Clean ovens, stove tops, floors - Cut up and prepare oily foods - Cultivate house plants and gardens - What else?_____
C. Mechanical skills 	- Drive cars - Follow road maps - Operate sewing machines - Follow pattern instructions - What else?_____
D. Mathematical skills	- Follow cooking recipes - Keep family budgets - Find bargain prices - What else?_____
F. Getting along with men	- Take coed classes - Enjoy football, baseball, and other sporting events - Work with men in restaurants, factories, hospitals - What else?_____
F. Working outside 	- Spend hours outdoors in playgrounds with children - Enjoy hiking, tennis, and other fresh air activities - Work as school or traffic guards - What else?_____

THE MAN WHO SOLD HOT DOGS

There was a man who lived by the side of the road
and sold hot dogs.
He was hard of hearing so he had no radio.
He had trouble with his eyes so he read no newspapers.
But he sold good hot dogs.

He put up signs on the highway telling how good they were.
He stood on the side of the road and cried: "Buy a
hot dog, Mister?"
And people bought.

He increased his meat and bun orders.
He bought a bigger stove to take care of his trade.
He finally got his son home from college to help him out.
But then something happened.

His son said, "Father, haven't you been listening to the radio?
Haven't you been reading the newspapers?
There's a big depression
The European situation is terrible.
The domestic situation is worse."

Whereupon the father thought, "Well, my son's been to
college, he reads the papers and he listens to the radio,
and he ought to know."

So the father cut down on his meat and bun orders, took
down his advertising signs, and no longer bothered
to stand out on the highway to sell his hot dogs.
And his hot dog sales fell almost overnight.

"You're right, son," the father said to the boy.
"We certainly are in the middle of a great depression."

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emm
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PREDICTING THE FUTURE

Close your eyes and picture yourself as an apprentice in the skilled trade of your choice. What do you look like? What are you thinking about? What are you doing that day? Where are you? After you have visualized yourself, jot down your impressions.

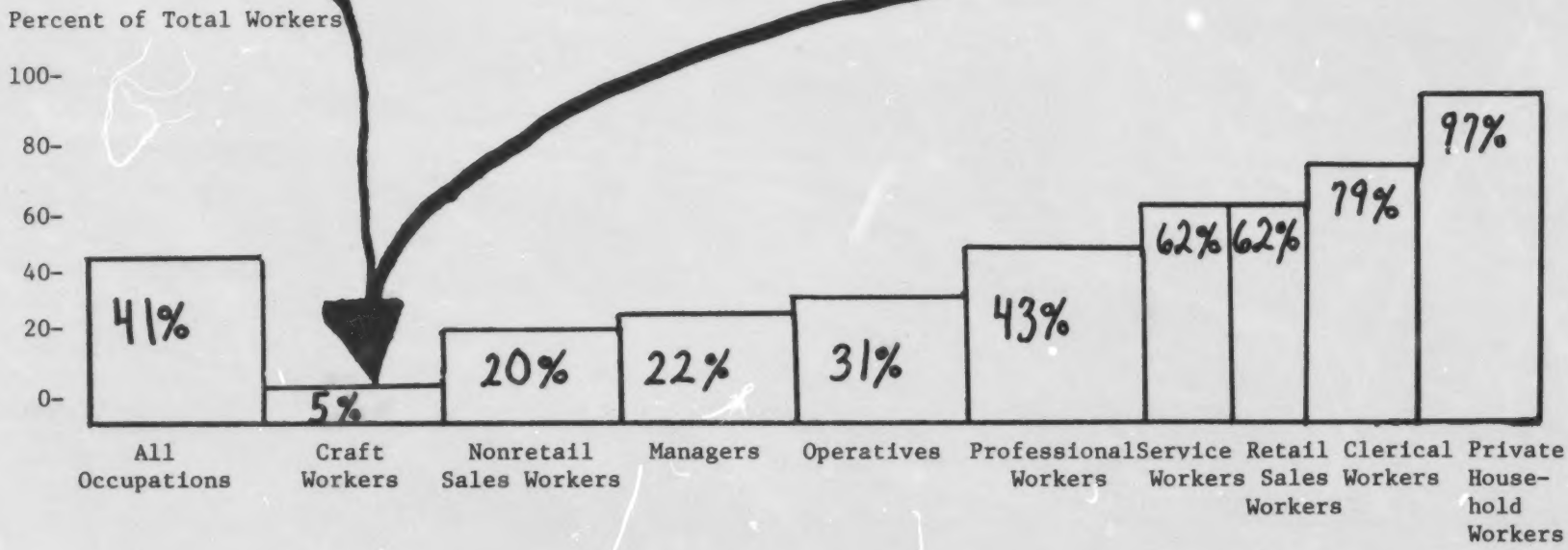
1. What are you wearing?
2. What is the weather like?
3. What does the worksite look like?
4. What are you doing?
5. What time of day is it?
6. Are you tired? If not, how do you feel?
7. What tool is in your hand?
8. Are you happy? What expression is on your face?
9. How are your co-workers treating you?
10. Are you sweating?
11. Are you dirty?
12. Are you whistling or humming?
13. What do you plan to do when you finish the work day?

Women Are Underrepresented as Managers and Skilled Craft Workers

Brick masons or stone masons	1.2%	2,054
Carpenters	1.3%	11,110
Construction laborers	1.7%	9,206
Electricians	1.7%	8,282
Machinists	3.0%	11,560
Mechanics: heating, refrigeration, air conditioning	.9%	1,074
Mechanics: auto	1.4%	11,228
Mechanics: heavy equipment	1.9%	10,884
Plumbers	1.1%	4,048

According to 1970 Census conducted by U.S. Census Bureau

Will YOU Be In This Small But Very Special Group Of Women?



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor. -August 1978

FRAMING THE STRUCTURE

Entry into the skilled trades requires certain skills and aptitudes which women are not, traditionally, expected to possess. Generally, variances in formal and informal educational experiences for males and females contribute to a different set of work expectations. Traditional assumptions doubt women's ability to perform physically demanding labor, to perform mathematical computations, to interpret technical directions, and to use the terminology and tools common to the skilled trades.

Trainers who prepare young women to become apprentices should consider the distinction between aptitude and familarity. While it is true that women interested in becoming skilled trades workers may not be as familiar with the tasks of the trade as men are, their aptitude and potential competency to perform the tasks should not be judged based on gender. Apprenticeship entry tests designed to measure such aptitudes judge participants on the basis of their potential. This section of the Training Blueprint covers areas of the external or objectively tested aptitudes . . . skills and knowledge required of all apprentice candidates. Specifically, the major topics are:

- Physical Conditioning
- Tool Recognition
- Work Environment
- Entry Test Preparation
- Research Of A Specific Trade

The intent of all exercises is to frame a strong external training structure of immediate and long-term relevance to the participants.

PHYSICAL CONDITIONING

DEFINITION: Lecture/demonstration about simple weight-lifting techniques using common household or office objects.

GOAL: To improve participants' physical strength and stamina. To raise the participants' awareness of the role that physical condition plays in performing tasks associated specifically with the skilled trades.

PRINTED MATERIAL NEEDED: Summary of major points reviewed in the physical conditioning lecture/demonstration.

ADDITIONAL REFERENCES:

1. Chapter 2, "Body Mechanics" pp. 28-38, from Coal Employment Project Training Manual. (See bibliography)
2. Getting Strong, by Kathryn Lance. (See bibliography)
3. Conversations, by Terry Wetherby. (See bibliography)

ALSO NEEDED: Common objects from home or classroom can be used instead of weights used in the gym. Assemble a broom, 2 wooden chairs, heavy books (5 lbs), or gallon milk cartons filled with water. Use movable office furniture, e.g. desks, tables, sturdy chairs. Contract with a person who regularly conditions through weight-lifting or exercise routines and who is familiar with special strength building needs of women.

INSTRUCTIONS:

1. Develop handouts or assign reading from the references listed above prior to the lecture/demonstration.
2. Lead a short discussion concerning participants' background in regular physical conditioning activities, eg. sports, exercise classes, housework, etc. Ask:
   a) How can routine physical conditioning affect your interest and ability in the skilled trades?
   b) What kinds of physical demands do you anticipate in your future career?
3. After comparing the collective responses, introduce the associate consultant who will conduct a lecture/demonstration of proper weight lifting techniques, using the objects listed above.
4. Participants should be involved in the demonstration by doing the warmup exercises and lifting exercises.
5. An option for trainers is to blend short periods of physical exercise with every class meeting. If time does not permit this, encourage participants to continue their conditioning routine at home.
6. A summary of weight-lifting hints as developed in the Opening Trade Barriers session follows. If desired, this summary can be used as a handout.

PHYSICAL CONDITIONING

This summary of physical conditioning advice is based upon the lecture given by the Opening Trade Barriers consultant, Jay Balestrairi, to each of the class series. Mr. Balestrairi is a physical education teacher by vocation and a weight-lifter by avocation.

I. Know what physical exertion is expected in your chosen skilled trade.

Discover what part of your body will probably do the most work. What muscles will you be using - arms, legs, shoulders? Decide what motions you will repeat often on the job and duplicate that motion when you do exercises.

II. Warm-up your muscles before you reach the work-site.

Muscles should be "stretched" and not forced to exert. Compare each body muscle to a rubber band - a rubber band will tear if it is snapped suddenly rather than stretched slowly. The same "tearing" can happen to your body muscles. Five to ten minutes of "stretching" exercises before leaving for work can be insurance against injury.

III. Lift, push, and carry heavy objects on the worksite intelligently.

Good quality, sturdy, well-fitting shoes should be worn to give you a strong stance. When handling heavy objects, use smooth motions rather than "jerking" the object into position. Keep your feet flat with toes pointing slightly away from one another when lifting. Position your legs apart and keep your arms close to your body when holding the heavy object. Your back should be straight - never use your back to lift. Use your legs to "carry" the weight of what you're lifting. Be certain you have

a strong grip on the object with your hands and stand as close to the object to be lifted as possible.

IV. Extend your strength and weight-lifting capability by realistically knowing your physical limits.

The body structure of women gives them the largest capacity for strength from the waist down (for males, this capacity is from the waist up). Consequently, women should avoid lifting heavy objects above their heads, when the burden of the weight rests upon the shoulders, arms, and back muscles.

To protect the vulnerable lower back area, never bend over to lift an object on the ground. Instead, squat down, keeping the object lifted as close to your waist area as possible and keeping the weight burden limited to the strength in your legs and hips. Another protection for the lower back when handling unusually heavy weights is a leather (2"-3" wide) belt pulled 1-2 notches tighter just before you lift, to be loosened again immediately. The belt serves as a temporary corset holding your back muscles in position so injury is avoided.

V. Exercising regularly can increase your strength and endurance.

1. Do chinups lying on the floor by setting a broom across two sturdy chairs. Good for arms, shoulders, and back muscles.
2. Sitting on the floor, hook your feet on the bottom rung of a wooden chair. Push chair away from you, then pull the chair toward you, using only your feet and legs. Good for calf, thigh, and hip strength.
3. Start with touching your toes to stretch out the back muscles. Then stand on a chair and touch lower than your toes. Work up to

touch-toe bends holding a heavy book in your hands. Good for back and stomach strength.

4. Squat down, assuming proper lifting position: legs apart, toes out, back straight, head up, feet flat on floor. Try same squatting exercise holding a heavy book in each hand. Good for leg muscles.

Each exercise suggested above requires your muscles to "go beyond" what will be required on a worksite. This approach to exercising is a safety technique to help you avoid exerting pressure on a muscle which has never been used before.

TOOL RECOGNITION

DEFINITION: Lecture/demonstration concerning common tools and their usage in the skilled trades.

GOAL: To increase participants' familiarity with tool identification, usage, and maintenance.

PRINTED MATERIAL NEEDED:

1. Trade Terminology List
2. Identification and Use of Tools

ADDITIONAL REFERENCES:

1. Prognostic Test of Mechanical Abilities - Form A, Part III, by Wrightstone and O'Toole, DelMonte Research Park, Monterey, CA.: California Test Bureau, 1946.
2. Reader's Digest Complete Do-It-Yourself Manual. (see Bibliography)

ALSO NEEDED:

1. Basic hand tools.
2. Visual aids for large, non-portable tools.

The consultant to this exercise should be someone familiar with the terms and use of tools commonly used in the skilled trades. It is important that the parti-

pants have an opportunity to handle the small tools and see how they are used. For additional impact, try to bring in a woman who can conduct the lecture/ demonstration while also serving as a role model for participants.

INSTRUCTIONS:

Trade Terminology List

1. Distribute terminology lists to participants.
2. Read through trade terms listed, asking participants to identify those terms they already recognize.
3. Ask participants to note the trade or trades which "recognizable" terms are identified with, as well as the term definitions.
4. Assign all participants the task of discovering the meanings of all terms not identified initially during this discussion.
5. Suggest possible sources of trade terminology identification: dictionary; Arco Test Tutor study books (available in the library technology section); or acquaintances who are skilled trade workers.
6. Designate when terminology sheet should be completed by participants and set aside time to review sheet response on that class session date.

Identification And Use Of Tools

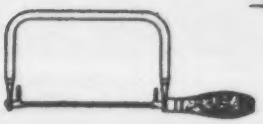
1. Devise a handout which shows pictures of common hand tools. (a sample handout is included.)
2. Distribute the handout prior to the tool recognition lecture/demonstration. Ask participants to identify the names of the tools from a list of possible terms.
3. After the group has collectively identified the terms, ask the participants to match the tool with a list of uses.
4. Stimulate discussion by asking these questions:
   a. Did you recognize more or fewer tools than you expected to?
   b. What trades would use each of the tools pictured on the handout?
5. Introduce the consultant who will conduct a lecture/demonstration concerning assembled tools on display (see Session 8, under One Plan That Worked).
6. Designate a time during the next class period to discuss individual reactions to the tool recognition lecture/demonstration.

SKILLED TRADES TERMINOLOGY

What does word mean and in what skilled trade(s) is it used?

Ply	Circuit	Ladle	Pargeting
Pneumatic	Fuse	Spindle	Jamb
Valve	Amp (ampere)	Diaphragm	Grout
Fitting	Oakum	Float	I beam
Lathe	Sleeve	Cotter Pin	Gasket
Plywood	Insert	Damper	Burr
Plumbline	Expansion Joint	Rheostat	Positive Terminal
Caulking	Vent Pipe	Pigtail	Green Lumber
Vent	Flux	AC	Dowel
Threads	Impeller	DC	Galvanized
Mortar	Male Threads	Flashing	Wood Cleat
Ferrous Pipe	Pig Lead	Governor	Cliber
Galvanized Pipe	Vertical	Putty	Polarized
Elbow	Waste Stack	Bleeding	Resistor
Nipple	Duct	Blisters	Pilot Hole
Gasket	Turnbuckle	Pash	Block and Tackle
Coupling	Bolt	Two by Four	Mortise
Thermostat	Pitch	Joist	Toggle Bolt
Hoarfrost	Leader	Stud	Casing
Jumpover	Impervious	Glazier Point	Overhang
Siphon	Hub	10 Penny	Rafter
Vise	Privy Vault	Brad	Mullion
Centrifugal	Caliber	BTU	Butt
Catch Basin	Worm	Draft	Header
Solder	Velocity	Circuit Breaker	Tongue and Groove
Sheath and Brace	Vacuum	Hoistway	Feathered
Slip Joints	Pulley	PanelBoard	Dove-tail
Sump Pit	Vitreous	Grid	Crown molding
Float	Auger	Cathode	Millwork
Ballcock	Funnel	Feeder	Scaffold
Grounded	Bushings	Level	Curing
Flush	Sweat	Bracket	

TOOL RECOGNITION



TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

TOOL _____

USE _____

Tool Choice
claw hammer
square
file
adjustable wrench
screwdriver
ball peen hammer
chisel
coping saw
hand saw
punch
slip joint pliers
brace
set-screw connector
channel-lock pliers
romex connector
anchor
bender
stripper
duplex receptacle

Use Choice
file metal
cut wood
drive screws
bend a rod
drill holes
tighten a nut
take dents out of metal
mark metal
chip wood
pull out nails
bore holes
plane wood
cut curves
run a level
drive a rivet
weld metal
scrape metal
caulk metal
draw a nail

WORK ENVIRONMENT

DEFINITION: Class field trip to construction site where skilled trades workers are employed.

GOAL: To familiarize participants with a typical work environment of the skilled trades, including job related safety and health hazards.

PRINTED MATERIAL NEEDED:
1. True/false quiz re: workplace injuries
2. Chart displaying health hazards of painting
3. Any information about safety/health conditions common to the skilled trades - obtained from local union/company representatives.

INSTRUCTIONS:

Workplace Injuries and Illness: True/False Quiz

1. Distribute quiz sheets. Allow participants five minutes to complete the questions.
2. Check the correct answers as a group. (All statements are true).
3. Initiate discussion among the participants which will lead to objectivity concerning worksite hazards related to the skilled trades with these discussion questions:
   a. What safety or health precautions did you observe at the worksite or do you already know exist?
   b. What occupation-related illness or injuries have you, personally, had as a result of working at previous jobs which were not skilled trade occupations?

Chart of Painting Hazards (optional: and other related information sheets obtained from unions)

1. Distribute charts and encourage spontaneous reactions to the information on the charts. Single out, in particular, those participants who hope to be painters' apprentices for their reactions.
2. Stimulate discussion with these questions:
   a. What safety and health hazards do you think will be part of the skilled trade you plan to enter?
   b. What occupations would be equally or more hazardous than the skilled trades?
   c. What steps could you personally take to minimize illness or injury on the job?

WHICH OF THE FOLLOWING 10 QUESTIONS ABOUT WORKPLACE INJURIES AND ILLNESS DO YOU THINK ARE TRUE? YOU CAN CHOOSE MORE THAN ONE. MARK EITHER "T" OR "F".

_____ 1. Occupational deaths claim three times as many people as murder and twice as many as automobile accidents.

_____ 2. More workers died from occupational injuries and illnesses in 1975 and 1976 than all the U.S. soldiers killed in Korea and Vietnam put together.

_____ 3. More workers die yearly from occupational causes than the yearly estimate of Americans killed in World War II.

_____ 4. Nearly 60,000 workers die yearly from work-related causes.

_____ 5. Approximately five million workers yearly report a work-related illness or injury.

_____ 6. Each year 400,000 workers suffer from occupational diseases.

_____ 7. Each year one-in-every-eight workers can expect temporary or permanent disability from working.

_____ 8. Lost-time from accidents in 1975 was 365 million days, over 10 times the amount lost from strikes.

_____ 9. The cash cost from accidents in 1975 was 16 billion dollars.

____ 10. The dollar cost of accidents is equivalent to 1,600,000 jobs at $10,000 per year-enough to reduce unemployment by two percentage points.

38 Compounds of the Paint Industry and 49 Ways They Can Ruin Your Health

This summary of the MSSM findings makes no distinction between the harms of long- and short-term exposure nor high and low concentrations of exposure. However, painters and allied tradesmen are exposed to these chemicals for longer periods of time and in higher concentrations during the course of their work than would be an "average" citizen. Consequently, the chart does indicate harms painters and allied tradesman are more likely to suffer as a direct result of their occupation.

Health and Safety Education Book by IBPAT/OSHA ,1978. Contract No.J-9-F-7-0042

38 Chemical Culprits of the Paint Industry and the Trades that use Them

A—Floor tile Workers
B—Other (Glaziers, Carpenters)
C—Paint Manufacturers
D—Painters
E—Sandblasters and Metal Painters
F—Tapers
G—Titanium Dioxide Manufacturers

| | NEUROLOGICAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | RESPIRATORY | | | | | | | | | | | | | | | | | | |

ENTRY TEST PREPARATION

Approximately twenty-five percent of the contact time with Opening Trade Barriers' participants was devoted to preparing for a written apprenticeship entry test. There are a variety of such tests used by specific trades. Some require none at all. Whether or not a candidate will have to score high on a test to enter an apprenticeship, it is, nonetheless, useful for participants to improve skills in and knowledge of spatial relations, basic mathematics, and test taking techniques.

For women who have acquired their interest in skilled trades work in an informal way, e.g. working with their father, brother, or independently, it is especially helpful to prepare for formal tests which measure mechanical aptitudes, spatial relations aptitudes, and applied mathematics proficiency. Test preparation is extremely beneficial and effective, if done in a supportive environment. Participants become accustomed to the types of questions used in the exams and have the opportunity to process the substance of their answers and their approach to test taking. Taking pseudo-exams and engaging in discussions about math anxiety and test taking anxiety will play a beneficial 'safety-valve' role in preparing the participants to concentrate on their employment goals.

Two types of entry-test preparation are explained in this section:

- Knowledge of spatial relations and math
- Improvement of study skills and test-taking techniques.

KNOWLEDGE OF SPATIAL RELATIONS
AND BASIC MATHEMATICS

DEFINITION: Practice "tests" and exercises which require the application of spatial reasoning aptitudes and mathematical aptitude.

GOAL: To develop participants' familiarity with the types of aptitude questions which are commonly included on apprenticeship entry tests. To improve the participants' level of confidence in their problem-solving ability and it's applications to tasks in the skilled trades.

PRINTED MATERIAL NEEDED:

1. General Aptitude Test Battery chart.
2. A highly recommended text which includes several exercises to develop spatial relations aptitudes is MECHANICAL APTITUDE AND SPATIAL RELATIONS TESTS, David R. Turner, New York, ARCO Test Tutor Series, 1976. (See bibliography)
3. Curriculum Guide For Apprentice Applicants.
4. Any standard math workbook test (preferably one which has exercises that can be easily duplicated). The workbooks should contain a review of fundamental algebra and geometry as well as basic arithmetic. (See Bibliography)

INSTRUCTIONS:

1. Distribute GATB chart, explaining the aptitude skills which will be improved during the class sessions.

2. For many women, performing practice exercises in spatial relations is an introduction to using an aptitude that is essential in many of the construction trades. Spatial aptitude and basic applied mathematics are commonly tested on an apprenticeship entry exam. Trainers are urged to devote considerable time to developing participants' spatial reasoning aptitudes. Generally, women are not as familiar with performing tasks requiring spatial relations as men are. To date, the scores on tests measuring this ability reflect the differential. As women's familiarity with spatial reasoning and form perception increases, their scores should be expected to improve.

   Every effort should be made to relieve the "test anxiety" participants may experience when first exposed to spatial relations exercises. This can be accomplished by asking participants to solve the exercises in pairs or groups of three initially and gradually encouraging them to complete the exercises independently. Exercises should be presented in order of difficulty, from the simple (eg. mazes or object similarity) to the most difficult (eg. symbol classification or embedded figures).

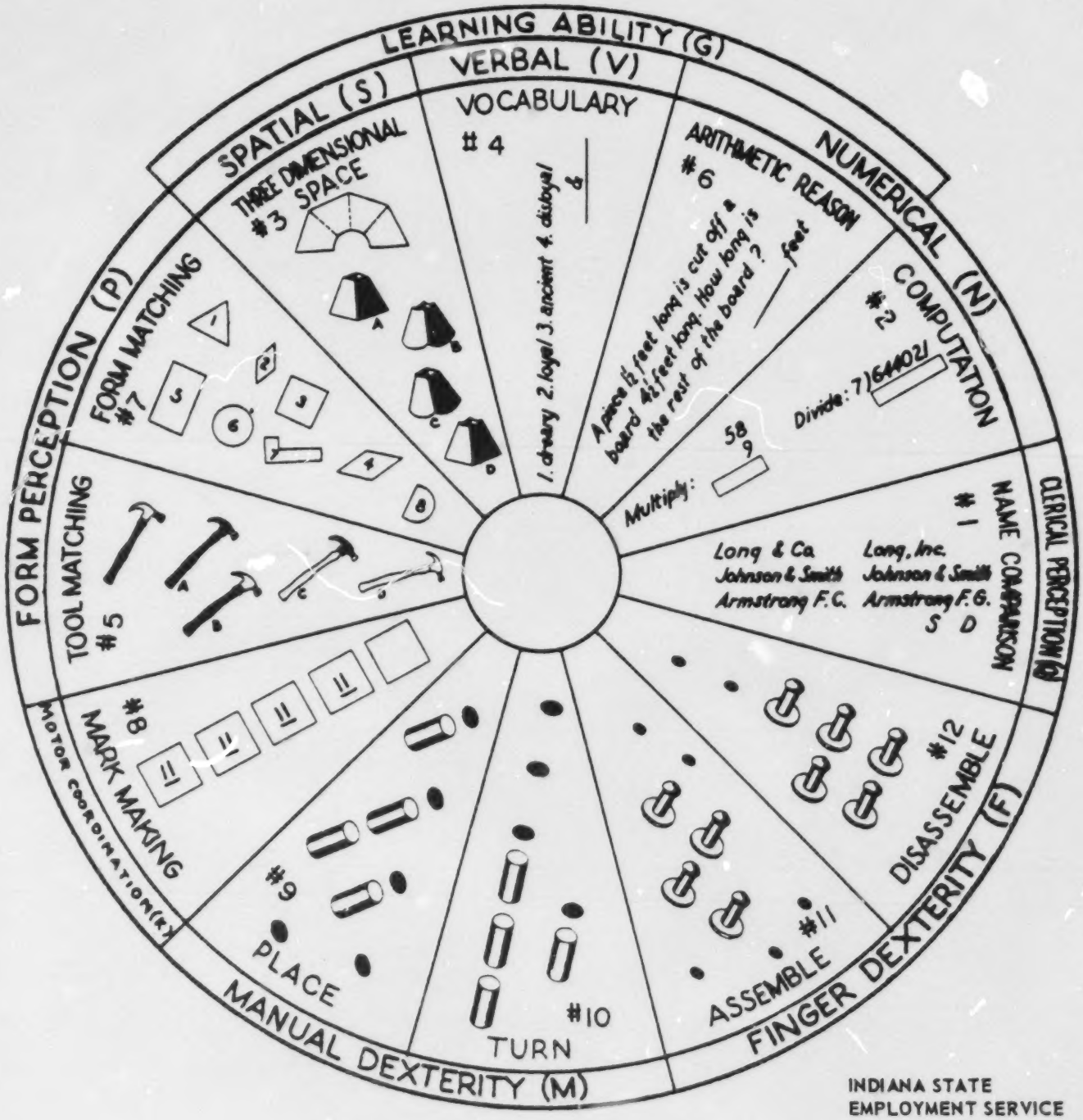
Each time an exercise is presented, elicit the correct responses from the participants themselves: do not merely read off the correct answers. As each participant offers an answer, ask her to explain why she chose that response. Allow for disagreement over answers, requiring that each response needs a rationale. Except for speed tests (eg. mazes and pursuit) or a pseudo-GATB test, do not impose time limits on exercise completion. This will only add to the test anxiety which some (if not most) of the participants are experiencing.

3. Distribute the Curriculum Guide for Apprentice Applicants, asking participants to mark those skill areas required by the apprenticeship they wish to enter.

4. A sampling of math workbook exercises that should be made available to participants is offered below. Participants should be advised of the math skills required by the apprenticeship they have chosen and then should be encouraged to concentrate upon that particular math skill level during the hours spent with the math tutor. Point out to each participant that competent math skills will be needed in order to score well on apprenticeship entry tests as well as needed on the job when they are accepted as apprentices.

FUNDAMENTAL MATHEMATICS:	Ratios, Fractions, Circumference, Volume of a Rectangle, Volume of a Cylinder.
ALGEBRA:	Equations, Exponents, Factoring, Square Roots.
GEOMETRY:	Plane Geometry, Plane Geometry Measurement, Space Figure Geometry.

NINE APTITUDES MEASURED BY TWELVE TESTS IN THE GENERAL APTITUDE TEST BATTERY B-1002



INDIANA STATE EMPLOYMENT SERVICE

DEFINITION OF APTITUDES

G - LEARNING ABILITY - The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgements. Closely related to doing well in school. Measured by Parts 3,4, and 6.

V - VERBAL APTITUDE - The ability to understand meaning of words and ideas associated with them, and to use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. The ability to present information or ideas clearly. Measured by Part 4.

N - NUMERICAL APTITUDE - Ability to perform arithmetic operations quickly and accurately. Measured by Parts 2 and 6.

S - SPATIAL APTITUDE - Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space. Measured by Part 3.

P - FORM PERCEPTION - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. Measured by Parts 5 and 7.

Q - CLERICAL PERCEPTION - Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. Measured by Part 1.

K - MOTOR CORRDINATION - Ability to coordinate eyes and hands or finers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and swiftly. Probably related to reaction time. Measured by Part 8.

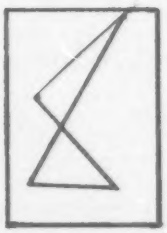
F - FINGER DEXTERITY - Ability to move the fingers, and manipulate small objects with the fingers, rapidly or accurately. Measured by Parts 11 and 12.

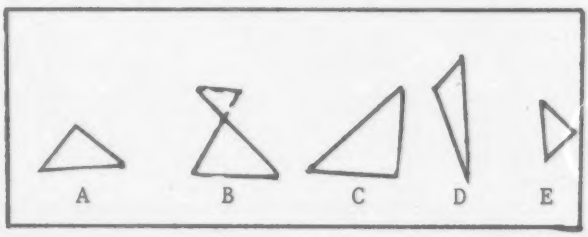
M - MANUAL DEXTERITY - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. Measured by Parts 9 and 10.

INDIANA STATE EMPLOYMENT SERVICE

MATCHING FIGURES

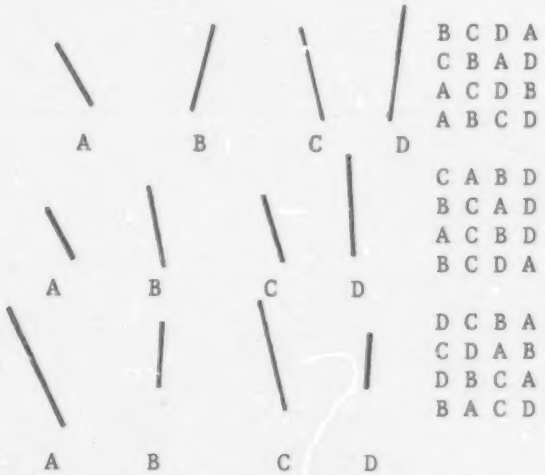
Choose from the five lettered figures pictured the two shapes which, when put together, duplicate the boxed figure at the left.





LINE RANKING

Choose the answer which correctly ranks the lines from the shortest line pictured to the longest line pictured. Use no instrument to measure the lines-you must rely on visual judgement only.



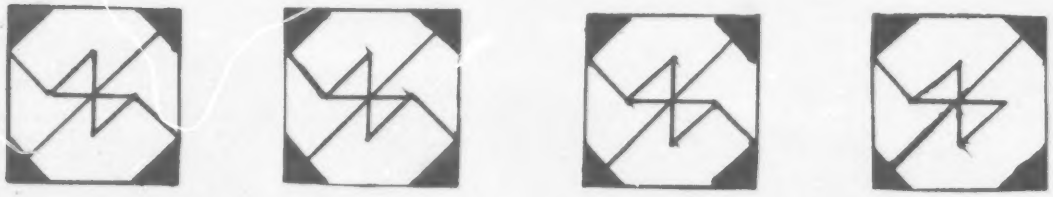
B C D A
C B A D
A C D B
A B C D

C A B D
B C A D
A C B D
B C D A

D C B A
C D A B
D B C A
B A C D

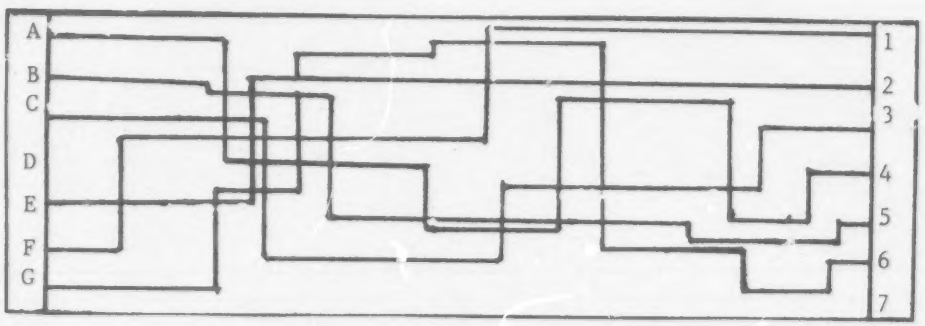
OBJECT SIMILARITY AND DIFFERENCE

Three of the figures pictured are exactly alike. Choose that figure which is slightly different from the other three.



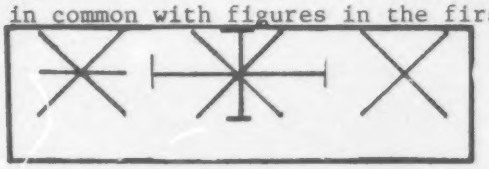
MAZES AND PURSUIT

Beginning with each letter listed on the left hand side, trace the line to a corresponding number listed on the right hand side. Work at your top speed.

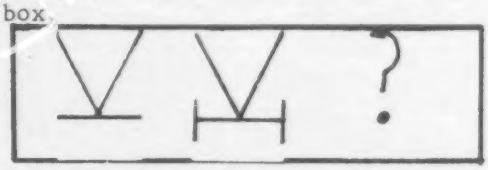


SYMBOL CLASSIFICATION

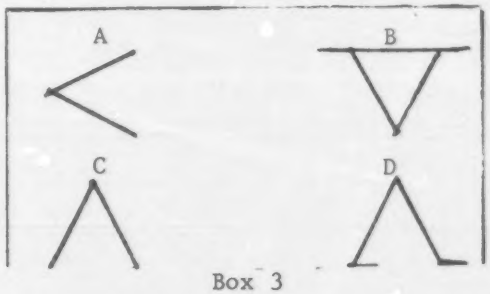
The three figures in the first box have certain characteristics in common. Look at the two figures in the second box and choose a third figure from Box 3 which can be added to the second box pattern. Your choice should be a figure which has a characteristic in common with all other figures in the second box, yet has no characteristics in common with figures in the first box.



Box 1



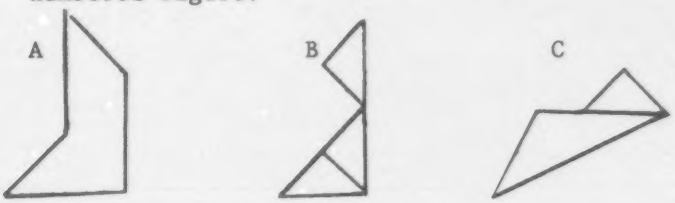
Box 2

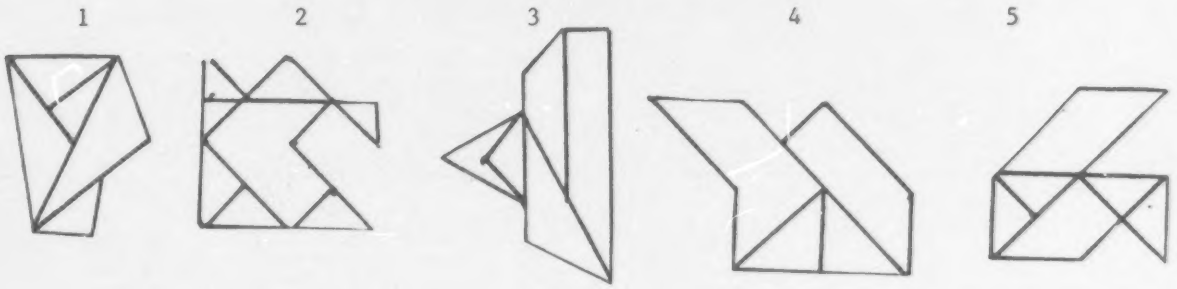


Box 3

EMBEDDED FIGURES

Three simple geometric shapes are pictured in the box at the top. These three lettered figures are hidden in the more complex figures pictured. Identify which of the figures is part of each numbered figure.





CURRICULUM GUIDE FOR APPRENTICE APPLICANTS

E - ESSENTIAL D - DESIRABLE	Carpenter	Rigger	Pipe Fitter	Boiler Maker	Scale Repair	Electrician	Heating-Air Cond. & Ref.	Bus. Machine Repairman	Machinist & Mach. Oper.	Tool & Die	Machine Repair	Auto Mechanic
Introductory Industrial Arts	E	E	E	E				E	E	E		E
Wood Working/ Plastics	E											
Metal Work & Power	D		D	E					E	E	E	E
Print Reading & Sketching	E	E	E	E	E	E	E	E	E	E	E	
Basic Electricity		D				E	E	E				D
Shop Mathematics	D	E	E		E	E	E	E	E	E	E	E
General Metals	E		D	E	D			D	E	E	D	D
Woodshop	E											
Drafting	D		D	D	D		D	D	D	D	D	D
Graphic Arts												
General Shop	D	D	D	D	D			D	D	D	D	D
Building Trades												
Sheetmetal Shop				E								E
Electricity/ Electronics						E	E	E				
Machine Shop				E					E	E	E	E
Power Mechanics/ Small Gas Engines	D	E									D	E
Auto Mechanics												E
Welding	D	D		E					D	D	D	
Algebra	D			E		E	E		E	E		
Geometry	E	D		E		E	E		E	E		
Trigonometry				D		E	E		D	D		
Physics						E	E					
Chemistry						E	D		D	D		D
Communications	D	D		D								

STUDY SKILLS AND TEST-TAKING TECHNIQUES

DEFINITION: Identification of methods to prepare for and take exams.

GOAL: To improve participants' concentration and to decrease anxiety about taking apprenticeship entry tests.

PRINTED MATERIAL NEEDED:

1. How To Mark A Book
2. Multiplying Learning Capacity
3. Following Directions
4. Unemployed
5. Test-taking Tips

ADDITIONAL REFERENCE:

1. Doing Your Best On Aptitude Tests, U.S. Government Printing Office, Washington, D.C. 20402 Stock No. 029-000-00005-1.

INSTRUCTIONS:

1. Distribute How To Mark A Book, designating the handout as a possible aid during the research paper assignment period and during future apprenticeship classroom training.
2. Distribute Multiplying Learning Capacity and emphasize that the suggestions listed are optional ways to extend personal qualifications for the apprenticeship entry

process.

3. Distribute Following Directions, asking each participant to complete the exercise in ten minutes. At the end of the time period encourage discussion with these questions:
   a. When did you realize the exercise had a "catch" to it? What was your clue - how other group members were reacting or what you read?
   b. How important is it to be aware of what other people in a group are doing?
   c. What happened during this exercise which might happen on-the-job during your apprenticeship?
4. Immediately after the Following Directions exercise and discussion, distribute copies of Unemployed. Introduce the handout by stating that this is another exercise in concentration and ability to follow directions. Set a 15-minute time limit for completion. At the end of ten minutes, ask those participants who have correctly completed the exercise to help those who are having difficulty. Ask the helpers not to give away the correct answer during this "helping period" but simply to point out errors made in logic or careless assumptions.
5. Test Taking Tips should be distributed anytime prior to the Pseudo-GatB. Discuss each point in class and encourage participants to suggest additional tips drawn from their own experience.

HOW TO MARK A BOOK

remembering what i read

Marking a book can help you remember what you've read. Here are some suggestions for indicating information you think is important.

1. *Underline important sentences or phrases.*
2. *Draw vertical lines or brackets in the margin to emphasize an important paragraph.*
3. *Put a star or asterisk* in the margin to show the 10-20 most important statements in a chapter.*
4. *Fold ("dog-ear") the page corner of a section you need to refer to often.*
5. *Put numbers of other pages which have more information about a specific fact. (see page 25)*
6. *Circle key words.*
7. *Write down other reference books or resource people which you want to use on the book endpapers.*

MULTIPLYING--XXXXX--------YOUR LEARNING CAPACITY

I. reinforce what you have just learned:

Talk it over with someone

Take notes

Write down all you remember without referring to notes

Apply what you have learned immediately (handle a hammer, examine plumbing, go to a construction site and watch, etc.)

Relate new material to what you already know and make a "connection" (reading a dress pattern is like reading a blueprint)

II. expand what you have just learned:

Take brief notes stating what you don't know

Talk to people in skilled trades

Read books, fictional and non-fictional, which portray the work environment you hope to enter (Working by Studs Terkel or Conversations by Terry Wetherly)

Read magazine articles about women in skilled trades or other non-traditional jobs

Improve eating and physical exercise habits

Bone up on math by borrowing a high school text or sharing homework with a high school student

III. practise what is covered in class:

Take tests - all kinds - both foolish and serious, to improve your capacity to relax in a test situation and to follow test directions with ease

Fix things around the house or for friends as well as paying close attention to professional skilled laborers at work

Read at every opportunity to improve comprehension, speed and concentration

IV. analyze what you have absorbed:

Periodically list your strengths and weaknesses

Set learning goals aside from those expected in class

Keep a diary to chart your progress

Set a timeline for yourself, outlining what you want to accomplish and when

FOLLOWING DIRECTIONS

How well do you follow directions? The following test may tell you. Read all the test directions before beginning so you understand what you are expected to do. This is not a test for speed. This is a test of concentration and accuracy.

1. Circle every word in the directions above which begins with the letter "a".

2. Underline two nouns in the above directions.

3. Cross out all commas in the first two lines of the above paragraph.

4. Fill in the centers of all "O's" in the third line of the paragraph above.

5. Do not follow any of the first four numbered directions. Mark nothing on this page. Simply put your right hand on top of your head when you understand the instructions you are to follow.

"UNEMPLOYED"

This is another test to determine your ability to follow directions, to learn from your errors, and to concentrate.

1. Print the word "UNEMPLOYED" at the bottom of this sheet.
2. Interchange the third and fifth letters.
3. Cross out all the vowels except the first "e".
4. Move the first letter, placing it between the "e" and the "l".
5. Double the first letter.
6. Cross out the third letter, sixth letter, and seventh letter, and put the letters, "r", "t", and "i" in the empty spaces.
7. Add an "a" to the beginning of your word and an "e" to the end.
8. Substitute a "c" for the "d".
9. Add a dollar sign to the end of your word.

TEST TAKING TIPS

1. If you can't answer the first question, don't give up. Read the questions. Start with the easiest problem first, until you find one you can answer.

2. Look for clues. Sometimes the answer depends on one word or sometimes it is given in another question.

3. Be sure that you understand the directions.

4. If you can't answer a question, skip it and return to it later, if you have time.

5. Mark the first answer that you think is correct. Don't talk yourself out of a right answer.

6. Watch for such words as: all, always, most, some, not, except, sometimes, never, equal, and little.

7. Ignore anyone who finishes the test before you do. Take all the time that is allowed to complete your answers.

8. Eliminate the answers which can't be the right responses. Re-read the question and all the answers you didn't eliminate, then select the best answer.

9. Don't watch the clock. That will break your concentration.

10. Don't panic if you can't complete all the sections of the test in the time allowed.

RESEARCH OF SPECIFIC TRADE

DEFINITION: Assignment to compile and present a written and verbal report about one of the skilled trades.

GOAL: To increase participants' knowledge of the qualifications and working conditions of the skilled trade of their choice. To motivate participants' interest in a specific occupation within the skilled trades.

PRINTED MATERIAL NEEDED:

1. Research Paper Sample
2. Occupational Outlook Handbook, 1979-80
3. Manuals or handbooks which describe local apprenticeship opportunities (see Bibiography)
4. References from local public library

INSTRUCTIONS:

1. Requiring each class participant to research the skilled trade of her choice serves to add to her knowledge and to encourage her goal-decision, as well as to review her communication skills. After announcing the assignment of a required research paper from each participant, distribute copies of a research paper sample (either a paper by a former participant in your program or the sample offered in this manual). Suggest content which should be included: trade tools and terminology, union

contacts, salary, apprenticeship requirements, skills used, working conditions and hazards, etc.). Suggest informational resources. Set deadline and announce that each participant will be expected to read her research paper before the group. Allow free choice of the research paper subject matter (eg. plumber, electrician) as well as writing styles. Typed papers should be suggested but not required. Following the presentation of the research papers, duplicate all copies for distribution to all group members.

2. In order to familiarize the participants with the format of the Occupational Outlook Handbook, duplicate one page at random which represents the informational material readers can expect from this publication. Verbally review the content organization of the Handbook with the group. If possible, pass around a current copy of the Handbook during class time. Advise the participants of the book's availability at the local library and suggest it as a primary source for employment information, regarding the assigned research papers or their personal career exploration.
3. Collect and distribute information brochures and packets available from local apprenticeship councils or encourage participants to voluntarily collect this information (to be shared will all other group members) as a required

step during the research period prior to the writing of individual research reports.

4. Suggest that participants familiarize themselves with apprenticeship-related materials available through the local public library (eg. Business and Technology section, card catalogue, Dewey Decimal System and call numbers, Reader's Guide to Periodic Literature, etc.). An optional group activity could be class instruction in library skills conducted by a librarian. However, individual attempts to gain experience with library resources should be emphasized, since this will reinforce independent action and assertive communication skills.

SAMPLE RESEARCH PAPER

Millwright - One whose occupation is to build mills, or to set up their machinery; now, usually a worker who erects the shaftings, moves machinery, and does preventive maintenance in a workshop.

Equipment needed for this job can range from very small tools to tow motors, small cranes, or hydraulic lifts. A millwright must be familiar with all types of wrenches, crowbars for leverage, hammer, pliers, dolly (wheels that move equipment), metal cutting torches, other hand and power tools, plumber lob and calepers (measure diameters and thickness). More know-how and common sense for fitting bearing, aligning gears and wheels, attaching motors and connecting belts is a must.

Preventive maintenance includes recognizing noises other than operating sounds, oil and greasing machines or motors and replacing worn parts before a major breakdown. A millwright must be agile and enjoy climbing, which brings up the hazards of falling or being struck by falling objects or machinery that is being moved, plus the usual cuts and bruises which accompany the use of tools and lifting.

Some hazards can be avoided by wearing safety belts when climbing and wearing hard hats, gloves, work boots and proper clothing to help protect your body.

Classroom training would include: related skills in carpentry; sheet metal work; welding; shop training; shop math; blueprint reading; hydraulics; electricity; and safety. One the job-training consists of from 6 to 8 years whereas a formal apprenticeship program may be 4 years.

The average wage for all this knowhow and skills in 1976 was $7.25 per hour for year round work. A factory would be an advantage but if you are able to travel and want better money, construction companies have a need for millwrights also. This work is seasonal and bad weather may determine whether you go to work everyday.

Apprentice - A worker who learns according to written or oral contractual agreement, a recognized skilled craft or trade which requires years of experience, supplemented by related instruction prior to being considered a skilled worker.

Source of Information:
Occupational Outlook, 1978-79

Handbook - Classroom Library

Websters Dictionary

REINFORCING

THE STRUCTURE

Women who choose to work in what is traditionally considered an all-male work environment face unique challenges. They may be challenged about their work choice by co-workers, by family members, by friends. . . even by themselves through an internalized image of what is appropriate work-related attitudes and behaviors for women to develop. Questions arise about how to confront the challenges from all these sources. A central question women ask themselves is how to develop the traditional pride associated with working in a skilled profession while also developing a positive assertive approach to friends and associates who either subtly or overtly resist women's representation in non-traditional occupations.

Trainers should address these questions with the participants by designating sufficient classroom time to a discussion of the special issues concerning women in the skilled trades. The structure of training needs reinforcement with strategies for recognizing and confronting negative attitudes while simultaneously developing a positive system of social and emotional support. This section of the Training Blueprint describes activities which promote the development of internal/subjective types of aptitudes. . . aptitudes particularly needed by women apprentices. Specificially, the major topics are:

- Assertive Communication
- Harassment Awareness
- Developing A Support System
- Interviewing Techniques

ASSERTIVE COMMUNICATION

DEFINITION: Lecture/demonstration about assertiveness in general and how women can apply it to entering and working in a skilled trades environment.

GOAL: To improve participants' awareness of and experience with direct communication strategies.

To present methods of responding to potential negative or stereotypical reactions of co-workers.

PRINTED MATERIAL NEEDED:

1. Assertiveness Self-Assessment
2. Assertive, Aggressive, Passive chart
3. Charting Behavior
4. Practice: How To Eliminate Aggression and Non-Assertiveness
5. Myth and Reality
6. Assertive Role Plays

ALSO RECOMMENDED:

Demonstration of Body Language as described on the Guide For Instructor.

INSTRUCTIONS:

1. Distribute the Assertive Self-Assessment sheet. Ask

participants to check those items which relate to their personal characteristic behavior. Allow ten minutes for completion.

2. Immediately following completion of the Assertive Self Assessment, distribute the Assertive/Aggressive/Passive Chart. Encourage participants as a group to add items to the chart which they believe are characteristics of each behavior listed. Using the Chart as a guide, ask each participant to label the items they checked on the Self Assessment sheet as "assertive," "aggressive," or "passive". Encourage the participants to discuss what they have discovered may be their dominant behavior styles as a result of this categorizing activity.
3. Distribute the Charting Behavior sheet to reinforce the definitions presented on the Assertive/Aggressive/Passive Chart.
4. Distribute the practice sheet, How To Eliminate Aggression and Non-Assertiveness. Ask that participants attempt to handle at least one of the suggested situations before the next class session. Allow time during the next class for discussion of their reactions and success with assertive behavior keyed to the situation they chose.
5. Distribute Myth and Reality sheets. Ask participants to read the material, marking those passages they think are important.

6. Distribute cards describing role plays, based upon the full list given on the Assertive Role Plays sheet. Allow each participant five minutes to formulate an assertive response. Suggest that they may use the Myth and Reality sheet as a statistical and attitudinal source upon which to base their responses. As each participant presents her role play, ask the rest of the group members to designate whether the role player seemed assertive, aggressive, or passive in regard to these three criteria: voice, word content, and body language. Encourage the group to suggest ways each participant might have improved her response so that it would reflect the assertive "ideal".

ASSERTIVENESS SELF-ASSESSMENT

1. Do you generally express what you feel?
2. Do you find it difficult to make decisions?
3. Are you openly critical of others' ideas, opinions, behavior?
4. Do you speak out in protest when someone takes your place in line?
5. Do you often avoid people or situations for fear of embarrassment?
6. Do you usually have confidence in your own judgement?
7. Do you insist that your spouse or roommate take on a fair share of household chores?
8. Are you prone to "fly off the handle"?
9. When a salesperson makes an effort, do you find it hard to say "No," even though the merchandise is not really what you want?
10. When a latecomer is waited on before you are, do you call attention to the situation?
11. Are you reluctant to speak up in a discussion or debate?
12. If a person has borrowed money (or a book, garment, thing of value) and is overdue in returning it, do you mention it?
13. Do you continue to pursue an argument after the other person has had enough?
14. When a person is highly unfair, do you say so?
15. Are you disturbed if someone watches you at work?
16. If someone keeps kicking or bumping your chair in a movie or a lecture, do you ask that person to stop?
17. Do you find it difficult to maintain eye contact when talking to another person?
18. In a good restaurant, when your meal is improperly prepared or served do you ask waiter/waitress to correct the situation?
19. When you discover merchandise is faulty, do you return it for adjustment?
20. Do you show your anger by name-calling obscenities?
21. Do you try to be a wallflower or a piece of furniture in social situations?
22. Do you insist that your landlord (mechanic, repairman, etc.) make repairs, adjustments or replacements which are his responsibilities?
23. Do you often step in and make decisions for others?

24. Are you able openly to express love and affection?

25. Are you able to ask your friend for small favors or help?

26. Do you think you always have the right answer?

27. When you differ with a person you respect, are you able to speak up for your own viewpoint?

28. Are you able to refuse unreasonable requests made by friends?

29. Do you have difficulty complimenting or praising others?

30. If you are disturbed by someone smoking near you, can you say so?

31. Do you shout or use bullying tactics to get others to do as you wish?

ASSERTIVE	AGGRESSIVE	PASSIVE
PROTECT YOUR OWN RIGHTS	IGNORE THE RIGHTS OF OTHERS	IGNORE YOUR OWN RIGHTS
How You Feel	How You Feel	How You Feel
Honest Confident Logical Straightforward In control	Hostile Bitter Guilty Emotionally out of control Angry	Anxious To please Emotionally dishonest Manipulated Afraid Apologetic
How You Act	How You Act	How You Act
Eye-to-eye contact Steady voice Interested expression Friendly gestures Relaxed posture	Clenched hands Shrill, loud voice Sarcastic comments Pointing finger Hands on hips	Fidgety hands Weak voice Averted eyes Whining comments Clenched hands
How the Other Person Feels	How the Other Person Feels	How the Other Person Feels
Relieved Equal Treated fairly Mature Confident	Put down Humiliated Dominated Hurt Angry	Superior Guilty Irritated Pity Disgusted

CHARTING BEHAVIOR

ASSERTIVE	AGGRESSIVE (Passive/Passive-Aggressive)	NON-ASSERTIVE
Express feelings honestly	Express feelings at other's expense	Feelings "veiled"
Express needs honestly	Express needs at other's expense	Needs "veiled"
Express ideas honestly	Express ideas at other's expense	ideas "veiled"
Protect own rights	Ignore rights of others	Ignore own rights
Direct	Dominate others	Indirect
Expressive	Humiliate others	Inhibited
Self-enhancing	Defensive	Self-denying
Make own choices	Choose for others	Let others choose for you
Confident	Hostile	Emotionally dishonest
Straightforward	Guilty	Repressed resentment and anger
Equal relationships	Frustrated	Disappointed in self
Rational Logical	Bitter	Avoid risk, unpleasantness, conflict
	Clenched hands	Silence
	Finger pointing, jabbing	Martyr
	Fist poinding	Manipulation
	Sarcasm	Veiled meanings
	Shrill, loud, cold	Averted eyes
	Blame, accusations	Weak, hesitant voice
	Rigid posture	Fidgety hands
	Hands on hips	Hedging
	Abrupt gestures and words	Avoid responsibility
	Demanding	Dependent
	Put down	Message through third party
	Loaded words	Multiples excuses for refusals
	Flippant	Get even in petty ways
	Cursing, swearing	Emotionally dishonest
	Tense facial muscles	Anxious
		Blushing
		Butterflies
		Dry mouth
		Stuttering
		Slovening
		Crying
Other person feels respect	Other person feels angry, vengeful, hurt, humiliated	Other person feels superior, guilty, irritated, disgusted, pity

Practice: How to Eliminate Aggression and Non-Assertiveness

1. Respond to anger
2. Respond to domineering person
3. Refuse request
4. Make request
5. Start conversation
6. Admit you don't know answer
7. Apologize
8. Point out mistake
9. Answer a "put-down"
10. End a conversation
11. Speak up at a meeting
12. Get the attention of a waitress
13. Go to a restaurant or movie alone
14. Return a defective purchase
15. Question a doctor or lawyer or banker

WHEN IS IT MORE DIFFICULT FOR YOU TO BE ASSERTIVE.....WITH STRANGERS, YOUR CHILDREN, YOUR PARENTS, AT WORK, WITH MEN OR WOMEN, IN A LARGE GROUP???????????

Non-Assertive (passive) Rationalizations

"I don't want to make a mountain out of a molehill."

"But she/he has rights too."

"Oh, well, it's just this once."

"I don't want to make a scene."

"He/she'll call me a name."

"But nobody else has complained."

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WOMEN'S BUREAU
WASHINGTON, D.C. 20210

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

1/ The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was $7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't work as long or as regularly as their male coworkers; their training is costly—and largely wasted.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Women should stick to "Women's jobs" and shouldn't complete for "men's jobs."

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

May 1974 (revised)

U.S. GOVERNMENT PRINTING OFFICE : 1974 O - 550-115

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 25 cents
Stock Number 2916-00013

ASSERTIVE ROLE PLAYS

Each participant is assigned a statement or question to answer in an assertive manner. As each participant gives her assertive reply, all other class members rate her answer as assertive, aggressive, or passive in these categories: content, tone of voice, and body language.

1. I see by your high school record that you only earned c's and d's in your math classes.
2. I see by your employment record that you haven't worked in six months.
3. I see you are 25. Why has it taken you so long to decide that you want to be an electrician?
4. You are awfully small and we lift heavy weights all day long every day.
5. What would you do if your child was ill on a morning that you were to be at work at 6 A.M.?
6. What would you do if your regular babysitter phoned you just before you left for work to say she was ill and could not babysit?
7. What would you do if your car wouldn't start in the morning when you were ready to leave for work?
8. What would you do if it's sleeting outside and the worksite is 20 miles away?
9. What would you do if a male co-worker came from behind you and unzipped your jeans?
10. What would you do if a male co-worker walked in on you while you were in the toilet facilities?

GUIDE FOR INSTRUCTOR: BODY LANGUAGE DEMONSTRATION

The following outline can be used as a guide by the instructor for a physical demonstration of common body language signals.

The instructor can assume the postures, gestures, and expressions asking the participants to identify how that body language signal is usually interpreted. In order to more actively involve participants, the instructor can ask individual group members to act out the physical characteristics associated with aggressive, passive, or sex related behavior.

Additional body language signals may be added to this demonstration. One book which suggests other body language is Julius Fast's Body Language, published in 1970 by JB Lippincott Co., New York.

Aggressive

1. hands on hips
2. hands on hips, legs apart
3. fists on hips, legs apart
4. stand very close to another person

Passive

1. sit on hands
2. pluck at clothes
3. cross arms across chest
4. voice "up" at end of sentence, as if questioning
5. glancing away often; very little eye contact

Sex related

1. touching man while passing tools or lighting a cigarette
2. brushing against man (in crowded space)
3. winking
4. smiling
5. staring/catching another's eye
6. standing with hip slung out
7. cocking head
8. pouting mouth
9. crossing and recrossing legs

HARASSMENT AWARENESS

DEFINITION: Lecture and group discussion about sexually harassing types of behavior and/or language which male co-workers may direct toward female apprentices.

GOAL: To develop the participants' awareness of what constitutes sexual harassment. To develop strategies for avoiding and/or confronting incidences of harassment on the job.

PRINTED MATERIAL NEEDED:
1. Sexual Harassment Chart
2. Sample state law which defines harassment
3. A Survival Guide

ADDITIONAL ACTIVITIES: Language Desensitizing

INSTRUCTIONS:

This topic - harassment of women on the job - should accompany and be blended with the assertive communication exercises. Trainers should have a balanced approach to the topic - eg., suggest to participants that harassment does occur but that they should not interpret probationary or initiation procedures used with all apprentices as being evidence of discrimination against them as women. Thus, it's important to develop an accurate definition of harassment.

Probably, the most common type of overt harassment which occurs in non-traditional work environment includes offensive language or "put-downs" indirectly attacking a women's choice of performing "men's work". Participants may be challenged about women not being able to tolerate rough language or to overreact to co-worker's use of stereotypic terms.

Trainers may want to conduct a "language desensitization" session as a sub-component of sexual harassment. In order to conduct a language desensitizing session, the group trainer may wish to compile a list of racist and sexist remarks, commonly offensive to females.

Since this exercise can be very threatening or embarrassing to the participants, great care must be taken by the trainer to set the mood. The participants should form a closed circle, which includes the trainer. Then the trainer can introduce the exercise by reviewing the work site conditions and possible attitudes of male co-workers mentioned in previous class sessions. The existence of language common to all-male environments and language used purposely to offend should be mentioned as a possible psychological barrier at the work site for any woman. In order to counteract the effect of this verbal harassment, tell the women that for the next 15 minutes they will be expected to verbalize, in turn, those sexual insults which most offend and hurt them. Emphasize that everyone must take her turn and that certain words or phrases may be repeated if the participants cannot think of a term which has not already been offered. Encourage laughter and lead off the sexist slurs, as well as coaching those group members who are reluctant to participate.

After three or four rounds, read the obscenity list which you have compiled. Close the session by suggesting to the participants:

> "When the day comes that you are the only woman on a worksite and a man or men say any of these words to you or about you within your hearing, remember this moment when we all sat here together, laughing, at the ridiculous importance we put upon such offensive words. Let this session be a memory which will help you ignore the slurs and maintain your self control. This is the most effective way to stop the verbal harassment. At no time, answer slurs with offensive language of your own".

1. Before distributing the Sexual Harassment Chart, read the definition at the top of the page. Then elicit responses from the participants following this discussion format (list the responses on the blackboard):

   What physical ways do men sexually harass women?

   Why do you think some men do this?

   How can you avoid sexual harassment?

   How do you stop continued harassment?

   Distribute the Sexual Harassment Chart and point out those items not mentioned during the discussion period.

2. Distribute the sheet illustrating a Sample State Law as a definitive reinforcement of the term "sexual harassment".

3. Distribute the Survival Guide and explain the meaning of "nonactionable discrimination". Ask the participants to read and add, verbally, any examples of each type of nonactionable discrimination not already listed.

SEXUAL HARASSMENT

Sexual harassment is any repeated and unwanted sexual comments, looks, suggestions, or physical contact that you find objectionable or offensive and that causes you discomfort on your job.

Working Women's United Institute Definition
593 Park Avenue
New York, New York 10021

FORMS

sexual comments	name calling	pinching
goosing	squeezing	grabbing
stroking	assaultive hugs	invitations

REASONS

malice macho fear ignorance disrespect for any woman

SUGGESTED BEHAVIOR

Avoid provocative behavior, no matter how flattering the attention is.

Don't ask for special favors, exceptions, special treatment.

Be aware of "accidental" touching.

Take action before any situation gets out of hand.

Keep diary of co-workers' behavior (mark down time, place, offensive person, and details of the incidence.)

Don't accept special treatment unless other apprentices are also offered such treatment.

SUGGESTED ACTION

Confront man alone who offended you, if possible. If others are nearby, avoid embarrassing him publicly. You could possibly approach by saying, "Do you realize what you're doing to me is against the law?"

If direct assertive approach does not work, report to immediate supervisor/union steward/Fort Wayne Women's Bureau/regional Bureau of Apprenticeship Training Representative/Metropolitan Human Relations/State Civil Rights Commission/Federal level.

SAMPLE STATE LAW

Sexual harassment is:

(1) Sexual relations

(2) Sexual contact (as defined in Public Act 266, 1974 Section 520A subsection G, as follows: sexual contact includes the intentional touching of victim's or actor's intimate parts or the intentional touching of the clothing covering the immediate area of the victim's or actor's intimate parts, if that intentional touching can reasonably be construed as being for the purpose of sexual arousal or gratification.) or threat of sexual contact or coercion for the purpose of sexual contact which is not freely and mutually agreeable to both parties.

(3) the continual or repeated verbal abuse of a sexual nature including but not limited to graphic commentaries about the victim's body, sexually suggestive objects or pictures, sexually degrading words used to describe the person or proposition if a sexual nature.

(4) the threat or insinuation that lack of sexual submission will adversely affect the victim's employment, wages, advancement, assigned duties or shifts, academic standing, or other conditions which effect the victim's livelihood.

State of Michigan

A SURVIVAL GUIDE

Eileen Shapiro

The following thoughts on counseling women who perceive themselves to be victims of nonactionable sex discrimination are drawn within the theoretical framework of Rowe's "Saturn's Rings Phenomenon." While such discrimination is usually unintentional, it nonetheless can create an environment that can have pernicious and insidious effects on its victims. The following chart presents a summary of categories of nonactionable discrimination. (Ed: Detailed discussion is available from Shapiro, Harvard Medical School, 25 Shattuck St., Boston, Mass., where she is Assistant to the Deans for Minorities and Women and Co-coordinator, Harvard Reduced-Schedule Residency Project.)

Categories of Nonactionable Discrimination	Definitions	Primarily Conscious or Unconscious	Example(s)	Effect of Response
CONDESCENSION	Essentially, the experience of not being taken seriously.	Unconscious; derives from basic belief in women as an inferior sex.	Being regarded with bemused smile; not being listened to; being called "honey" or "dear".	Usually leads to more condescension.
HOSTILITY-includes: 1) Jokes of a personal nature directed against women. 2) Baiting. 3) Belittling. 4) Overt hostility against women as a group.	Usually in the form of humor and involves some degree of acting out.	Conscious; often used to make women angry or flustered, particularly in cases where performance is being measured.	1) Inappropriate references to women's anatomy in lectures. 2) Telling female colleague to "go home where she belongs." 3) Putting down traditionally female characteristics; caring, etc. 4) "Women can't be surgeons."	Ineffective: any emotion; only "proves" women are excitable, unstable. Effective: snappy comeback or calm rebuttal (sometimes), but either requires expenditure of energy.
"BACKLASHING"	Explicit reaction to feminism and women identified with the women's movement.	Conscious; exerts pressure on women to conform in order to be seen as desirable or acceptable.	"Women's libbers"	May feed the threat and reap worse repercussions. Counter-backlashing can sometimes raise consciousness.
ROLE STEREOTYPING	1) Seen as a woman rather than a professional. 2) Seen as either being feminine (good) or not keeping one's place (bad).	Unconscious; derives from ingrained feeling for what is "correct" or "proper."	1) Female student is complimented on her looks rather than her work. 2) Acting in a traditional way is rewarded. Acting otherwise is "abrasive," bitchy."	Usually amenable to rational discourse, but many women ambivelent themselves.

ROLE STEREOTYPING (cont'd from page 1)	3) Seen in "woman's role" rather than as individual.		3) A woman psychiatrist is introduced as the wife of another physician.	
SEXUAL INNUENDO	Women responded to primarily in sexual terms.	Conscious, but more related to fantasy than to action.	Comments made at inappropriate times, usually in the guise of humor, about women's desirability or undesirability.	Usually leads to further comments about women's sexuality, sexual hangups, or lack of humor.
SEXUAL PROPOSITIONS AND ASSAULTS	Aggressor is powerful male (professor or boss); victim is relatively vulnerable female (student or employee).	Conscious; usually takes place with no witnesses.	"Your place or mine?"	Implied threat if woman refuses or resists.
INVISIBILITY	Most prevalent. Women simply not seen or taken into account.	Unconscious.	Women's contributions ignored or credited to man. Assumption that all students or employees are male. "Coats and ties required."	Easiest to redress and rectify, because seldom malicious. Perpetrators usually surprised and chagrined when made aware of their actions.

For counselors and individual women or groups of women, there are several issues involved in coping well with incidents of nonactionable sex discrimination. First is the necessity of recognizing, acknowledging, and understanding what has occurred and to understand it within a larger framework than the isolated incident or individual. Second is the difficult task of looking within oneself to understand whether and how, as a victim, the woman may have participated in the discriminatory interaction: how she may have elicited or even invited the discrimination; how she might have "bought into" the discriminatory assumptions underlying the event; or what conflicts within herself the discriminatory interaction speaks to. Finally, there is the need to assess the effects of such discrimination, to repair past damage, and develop strategies for coping well with the future incidents that will inevitably occur. If these efforts are combined with effective consciousness-raising of our peers and supervisors, perhaps we can begin to dissolve our earthly Saturn's Rings.

DEVELOPING A SUPPORT SYSTEM

DEFINITION: Methods which encourage and reinforce the participants' choice of non-traditional employment as a collective effort.

GOAL: To initiate a positive support system of occupational and social reinforcement which includes role models and peer support.

PRINTED MATERIAL NEEDED:

1. "APPROACHES USED BY WOMEN IN BLUE-COLLAR JOBS" (Dept. of Labor Monograph)
2. Excerpts from Conversations by Terry Wetherby.(See Bibliography)
3. Model of a class-developed newsletter ("Ruffles and Rivets - Opening Trade Barriers newsletter included as an example).

ADDITIONAL RESOURCES AND ACTIVITIES:

Panel of women already employed as skilled trades apprentices or journeymen.

Graduation ceremony.

INSTRUCTIONS:

1. Distribute"Approaches Used by Women in Blue Collar Jobs." Initiate discussion based upon the survey responses

listed at the beginning of the article. Ask the participants which approach listed (and used) by the women in the survey they themselves would choose as the most effective behavior.

2. Read aloud to participants excerpts from Conversations. The interviews with a female carpenter (pg. 74-82) and with the electrical mechanic (pg. 156-158) are particularly effective as role model case studies. Encourage comments and discussion during the reading session, since the question-and-answer format of Conversations readily allows such spontaneous interruptions without curbing the interest flow.
3. A monthly newsletter can serve as a direct information source (eg. for apprenticeship openings and related announcements) as well as a mutual support device for former and present program participants. Every effort should be made to involve current participants and program "graduates" as the contributing writers and editors of such a publication. The content should be a balance between skilled trade entry or work skills information and low-keyed features (eg. profiles of participants, poetry, quotes, etc.).
4. A panel can be presented composed of female skilled trade workers, available to the participants for a question and answer session, preceded by individual statements (eg. who they are, what their jobs are, how they handle

harassment, how they physically meet the job demands, etc.). Response to such a panel will be intensified if at least one (if not more) panel member represents a former program student who has been accepted as an apprentice as a result of her participation in the training program.

5. The "graduation" session is the final class motivational encounter. Any and all speakers should focus their presentations upon the unique opportunity female apprentices have, the historical significance of such a career choice, and the special qualities needed in non-traditional employment. Each participant should be given the opportunity to express her reaction to the class and her plans for the future by making a statement beginning, "As a result of this class, I've decided to...". Opening Trade Barriers had a "signature pillar" where every participant wrote her name at graduation. This gesture served to reinforce each woman's commitment to her individual goal and her membership in a very select group.

TABLE 2. APPROACHES USED BY WOMEN IN BLUE-COLLAR JOBS TO ENHANCE THEIR EFFECTIVENESS

	Number of mentions
Act natural--do nothing different	9
Don't try to be one of the boys	4
Try to be one of the boys	4
Learn the job well-become technically competent	27
Work hard--do more than own share	23
Maintain friendly, cooperative attitude	23
React courteously to taunts and harassing	9
Ignore harassment by the men	26

APPROACHES USED BY BLUE-COLLAR WOMEN TO ENHANCE THEIR EFFECTIVENESS

From the standpoint of this study, the most important question asked of the women interviewed concerned the approaches or behaviors they had found to be effective in carrying out their formerly-male jobs. As might be expected, the responses differed by collar-color.

Among blue-collar women, the most frequently mentioned approach was to "try to learn the job as best one can in order to be technically competent" (table 2). This was seen as a critical need for two reasons. In the first place, many of the women confessed that they were at a disadvantage, compared with men, in their lack of preparation for the jobs, which often required some technical knowledge or experience which men were more likely to have than women. Secondly, the women very often felt that they were on the spot, in that the men would be looking for inadequacies in their ability to do the work. Therefore, in order to insure that they would not make mistakes and look bad to their male working associates, many of them felt that they had to make an extra effort to learn the job as well as possible. In addition, several felt that women seem more proud of their work and more interested in doing a good job than men.

The second most frequently mentioned approach was to "ignore the harassment of male working associates." It is interesting to note, however, that the data obtained by the two interviewers on this item differed significantly. The male interviewer had recorded this item as an approach taken by the women in

in blue-collar jobs in 24 out of the total of 26 cases where this was mentioned. It is difficult to explain the reason for this difference. Either the women felt that it was more appropriate to mention the need to ignore harassment from male associates to the male interviewer, or the interviewer himself was more sensitive to any indication that the women were behaving in this way.

A similar behavior or approach, mentioned by nine of the women, was to react courteously, rather than antagonistically, to the taunts and harassing of male working associates. Several of the women said that they had used this strategy right from the start and had found that the taunts and harassing soon died out. In other cases, the women confessed having learned this lesson with experience.

Another frequently-mentioned approach was to "work very hard--try to do more than my share of the work." Many of the women seemed to feel that in order to prove themselves and to gain acceptance of the men, they had to do more work than would have been required of a man. They felt that the men were very sensitive to any indication that the women might be doing less work than the men.

Many of the women mentioned the importance of maintaining a friendly and cooperative attitude on the job, whether or not they were referring to harassment by the men. Relatively few of them, however, (four in all) felt that it was advisable to try to be one of the boys. In fact, one women said:

> "I found that the worst thing I could do was to try to be one of the boys. The men are not going to accept me as one of them. When I tried that and teased them or used the same kind of language they did, I just got hassled unmercifully. I found that I just have to ignore them as best I can and do my own work and mind my own business to get along."

A few blue-collar women felt that the key to their success had nothing to do with any particular approaches, but was mainly due to the positive attitude of their supervisors. Others said that the only thing that kept them going was "a strong mental attitude."

Excerpt from: Women in Traditionally Male Jobs-
The Experiences of Ten Public Utility Companies
U.S. Department of Labor Monograph

MARCH 1979 ISSUE 3

RUFFLES and RIVETS

RUFFLES AND RIVETS IS THE OFFICIAL NEWSLETTER OF THE OPENING TRADE BARRIERS PROJECT SPONSORED BY THE FORT WAYNE WOMEN'S BUREAU AND FUNDED BY OFFICE OF MANPOWER DEVELOPMENT

APPRENTICESHIP OPENINGS

Bricklayers' Local #2

Will be taking applications of all qualified persons on Saturday, May 12, 1979. For more information, contact Angela at 424-7977.

OTB GRADUATE AWARDED SCHOLARSHIP TO ATTEND INDIANA LABORERS' TRAINING INSTITUTE

Phyllis Porter, a session two graduate of OTB classes, has been awarded a fully-paid scholarship to the Indiana Laborers' Training Institute in Oolitic, Indiana.

Phyllis will begin classes there on Monday, March 12, 1979, under the supervision of Institute Project Director, Lois Walker. Ms. Walker is a former construction worker and graduate of the Laborers' Institute.

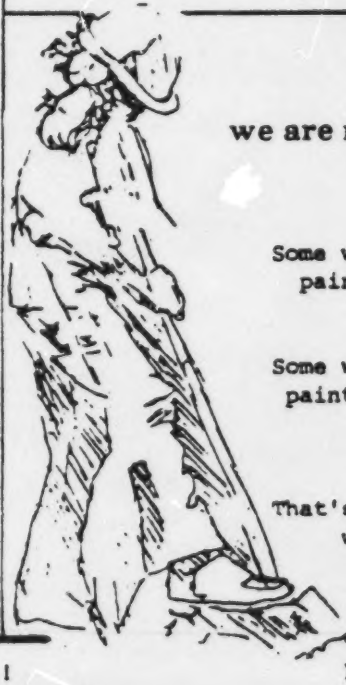
This scholarship opportunity was made possible through the efforts of Victor Scruggs, local business representative of the Laborers' Union Local #213.

NEWSLETTER HAS NEW TITLE AND NEW EDITOR

This issue of the Opening Trade Barriers newsletter introduces a new title, "Ruffles and Rivets", and a new editor, Kris Taylor.

Kris is a session three participant in the OTB classes and hopes to become a bricklayer or a carpenter. Previously she has worked as a dental assistant and a waitress.

Both the newsletter title and the design were created for OTB by her. She encourages other OTBers to contribute ideas for future editions of "Ruffles and Rivets."



we are not all alike

Some women like to paint pictures.

Some women like to paint buildings.

That's why OTB exists.

Free !

by Jean Miller

FREE
As my winged thoughts soar.
FREE
As the ocean waves touch the shore.

FREE
Having time to be me.
FREE
Enjoying my life meaningfully.

I want to be!
FREE.
Can't you see? I'm not alive until I'm FREE!

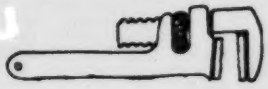
ARE YOU GOOD ENOUGH TO BE ONE OF US ?

Can you take orders?

Can you get high on a job well done?

Can you stick to a tough job?

Can you save for a rainy day?



Can you switch from one thing to another then back again?

Can you go one place today and another place tomorrow?

Can you leave home for months to work where the job is?

Can you climb high and work?

Can you crawl in tight places and work?

Can you stand heat?

Can you stand cold?

Can you do heavy work day in and day out?

Can you stand four more years of schooling?

This is an excerpt from a brochure distributed by the Plumbers and Steamfitters Union, Local #166

OTBer PROFILE: JEAN MILLER

Jean Miller is an OTB participant in class session three and plans to apply for an electrician's apprenticeship this month. She was formerly a secretary.

The poem printed on the front page of this month's issue of "Ruffles and Rivets" is one of the many which Jean has written and hopes to publish under a pending copyright.

TARSAL CONTUSION EXERCISE
Stand erect with arms held firmly at sides.
Keeping muscles rigid, lean forward on toes and fall to floor.
Relax; repeat. (If necessary, have a friend bind your wrists with a leather thong to keep you from cheating.)

impossible exercise OF THE MONTH

INTERVIEWING TECHNIQUES

DEFINITION: Experiential activities which replicate the interviewing process used in the apprenticeship qualification procedure.

GOAL: To familiarize participants with the types of questions asked during an apprenticeship interview.

To develop participants' skills in presenting their answers to one interview committee in a positive manner.

To critique the participants interviewing answers and methods, suggesting particular replies/behaviors that need improvement.

PRINTED MATERIAL NEEDED:

1. Interviewing Tips
2. "I Can't I Quit"
3. Task/Reward
4. Sample Evaluation Sheet For An Interview, Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Summer 1978, p. 10.

ADDITIONAL RESOURCES: Panel of Interviewers, e.g. other staff members or volunteers.

INSTRUCTIONS:

Interviewing Tips

Distribute Interviewing Tips sheet. Initiate discussion based on the personal experiences of participants in prior interview situations. Ask participants to add any "rules for interviewing" to the sheet, which emerge as a result of the discussion.

I Can't I Quit

Distribute sheets and ask participants to quickly check those excuses which they personally use often. Encourage group members to add other common excuses to the list. Follow this exercise immediately with Task/Reward.

Task/Reward

Hand out the activity sheets and read the introductory paragraphs to the participants. Ask the participants to complete the task and reward blanks at the bottom of the page. Encourage the group members to share those written responses. Conclude the exercise by discussion based upon the following questions:

1. How often do you depend upon others to "reward" you? Who are those people?
2. Will those people continue to "reward" you when you enter the skilled trades or even during the period of time you are preparing for the application process?
3. What are the advantages of rewarding yourself?
4. How can you use this task/reward technique to eliminate some of the excuses on the I Can't I Quit sheet?
5. How do you plan to form the habit of rewarding yourself this week?

Sample Evaluation Form for An Interview

Direct participants to estimate their individual scores (strengths, weaknesses) based upon the categories: education, physical factors, interests, attitude, and personal traits. Ask group members to discuss those items which they think should be improved before the pseudo interview in class.

Initiate discussion of those items which might have negative impact upon the interview score and cannot be changed (e.g. poor math grades on a high school transcript, no extra-curricular involvements etc.). Encourage individuals to "practise" assertive replies to interview questions which they believe might cause them embarrassment. Emphasize, at this time, that the pseudo interview will be scored according to a similar format and that each participant should familiarize themselves thoroughly with the question categories, thinking through their own responses to ensure the best possible impression.

Panel of Interviewers

In order for the pseudo interview to be a successful, practical exercise, the selection of interview panelists should be done with care. Panelists should be capable of objectivity, should have some knowledge of the skilled trades, and should "read" body language as well as being knowledgeable about interviewing techniques. The ideal panel would be composed of appreticeship council representative who have acted as interviewers in the past.

INTERVIEWING TIPS

Know the EXACT time and place of the interview. Check out before any parking problems which might cause you to be late; bus schedule, if you must rely on bus transportation to get there; room location of interview; name of person(s) interviewing you and the correct pronunciation.

Research the company, business, or organization before the interview.

Don't chew gum. Don't smoke.

Avoid fidgeting, slouching, clenching your hands, and other nervous body language during the interview.

Shake hands if the interviewer makes the gesture.

Be neat and clean. Avoid LONG fingernails, overdone makeup, too much jewelry, and long, flowing hair styles.

Maintain good eye contact with all members of the interview panel, especially when answering "loaded" questions you might be asked.

Think through and write down before the interview any "loaded" questions you might be asked.

Avoid abrupt "yes" or "no" answers. Be prepared to describe any experience, paid or volunteer, formal or informal, which qualifies you for the apprenticeship.

Have specific child care plans in mind, in case the subject comes up.

Show your enthusiasm for and knowledge of the specific trade you are being interviewed for. Ask questions which you have about the trade or organization if given the opportunity.

I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT

I QUIT I CAN'T

There isn't enough time.

I CAN'T *I didn't think that would happen.* I QUIT

I QUIT *I'm too tired.* I CAN'T

I CAN'T *I'm too busy.* I QUIT

I'm too dumb.

I QUIT *I don't want to do it.* I CAN'T

I CAN'T I QUIT

I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T

I CAN'T I QUIT

I'm afraid.

I QUIT I CAN'T

I can't do it alone.

I CAN'T *I don't know who to ask.* I QUIT

I QUIT *The risk is too great.* I CAN'T

I CAN'T *It's too difficult.* I QUIT

I don't understand.

I QUIT *I can't concentrate.* I CAN'T

I CAN'T I QUIT

I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T

I CAN'T I QUIT

I QUIT *I might fail.* I CAN'T

I CAN'T *I'm not good enough.* I QUIT

I can't get organized.

I QUIT *It's not important.* I CAN'T

I CAN'T *I'm bored.* I QUIT

I QUIT *It's not worth the trouble.* I CAN'T

I CAN'T I QUIT

I QUIT I CAN'T

I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT I CAN'T I QUIT

REWARDING YOURSELF

Task/Reward

One way to provide encouragement to yourself is to "reward" actions, tasks, and risks. In this way you will not have to rely totally upon the encouragement of others.

Self-rewards are related very specifically to tasks of your choice. For instance, you can plan to treat yourself to a movie matinee after you have completed a job application. In that way you can encourage yourself to complete the application, which may be a task you would otherwise delay doing.

The rewards you choose for yourself need not be extravagant. In fact, small but frequent rewards will be more effective. The importance is in consistently "paying yourself" and keeping reward promises to yourself after you have completed a task. This is particularly important if the task is one which you are afraid or reluctant to do.

List below some of the tasks you must do in the next few months and jot down possible rewards. Three examples are given to help you get started.

Task	Reward
1. Complete 3 Algebra worksheets	Sit in a bubble bath listening to soft music
2. Make an interview appointment	Send myself flowers
3. Call a JAC member for apprenticeship information.	Drink a chocolate soda
4. _____	_____
5. _____	_____
6. _____	_____

Sample Evaluation Sheet for an Interview

PART III. SUMMARY OF FACTORS (To be filled in by the Committee member during the interview.)

Education: Survey of high school and college courses beyond those directly applicable to the trade.

Poor background. Took minimum academic courses. Poor grades.	Fair background. Some academic electives. Grades below average.	Medium background. Average course electives with fair grades.	Good background. College prep or some college work.	Excellent background. Extra subjects, college or post-high school with good grades.

Remarks: _____

_____

Physical Factors: An assessment of physical ability to perform the requirements of the classification, lost time, health history, stamina and family health.

Unsatisfactory because:	Doubtful—Verification needed:	Satisfactory

Interest: Desire to be a craftsman, reasons for choosing this trade, knowledge of the trade, etc., interest in hobbies that would have a direct reflection on the trade.

Total lack of interest (just wants a job)	Little interest, past association shows very slight interest	Fair interest indicated by past associations and hobbies	Displays a real interest	Manifests strong desire to be craftsman

Remarks: _____

_____

Attitude: Towards hard work: (Has he or she ever done any?) Towards school work: (How was his or her attendance in school?) Towards authority: (Will he or she work under supervision?) Towards teamwork: (Has he or she ever belonged to any organized groups, extra-curricular activities and sports?) Towards responsibility: (Past employment, school activities and military records.)

Unacceptable	Poor	Fair	Good	Excellent

Remarks: _____

_____

Personal Traits: Appearance, aggressiveness, sincerity, dependability, character, and habits.

Unacceptable	Poor	Fair	Good	Excellent

Remarks: _____

_____

After careful consideration of all factors, my grade for this applicant is:

0	10	20	30	40	50	60	70	80	90	100

In appropriate box, write in exact numerical grade such as 67, 83, or 95.

_____ _____

(Interviewer) (Date)

FINISHWORK

The term, finishwork, is taken from carpentry terminology. It refers to the remaining detailed tasks which complete a project. Within the context of a pre-apprenticeship training series, it refers to the same concept . . . the finishing details of activities that round out or supplement the classroom work. Two topics are covered in this section:

- Class Evaluation
- Individualized Counseling

The former topic is for the benefit of the trainer since it provides a way of determining the effectiveness of the sequencing, pacing, and substance used in the series. Individualized counseling is the "finishwork" designed as a motivational tool to stimulate participants to begin the actual apprenticeship entry procedure.

CLASS EVALUATIONS

DEFINITION: Periodic and summative written and verbal judgements by participants about the training series' content and form.

GOAL: To assess the immediate impact of individual class sessions and the overall series on meeting the learning needs of participants.

PRINTED MATERIAL NEEDED:

1. Class evaluation sheets.
2. As a result of this class, I've decided to . . .

INSTRUCTIONS:

Class Evaluation Sheets

At the end of each class session (or every other session), distribute the class evaluation sheets. Explain that each participant's comments are important to the program since improvements in class content or procedures will be based upon these evaluations. Ask participants not to sign the evaluations - in this way, the responses will be more critically forthright.

As A Result Of This Class

At the final session ("graduation") distribute the "As A Result Of This Class" sheets. Explain to the participants that they should

write a short paragraph, completing that opening statement. Point out that each group member will be expected to read the paragraph she has written, as a "graduation speech". Suggest that they review the progress they have individually charted on the How Am I Doing sheets, as a reminder of their personal goals. The Learning Contracts signed during the first session may also be re-distributed as a reference for personal goal fulfillment.

CLASS SESSION EVALUATION

Dates of classes_____

Most Important part of class session:

Information given in class session which seems useless:

Information given during class session which I don't understand:

I need more information about:

OPENING TRADE BARRIERS
is a project of the Fort Wayne Women's Bureau

INDIVIDUALIZED COUNSELING

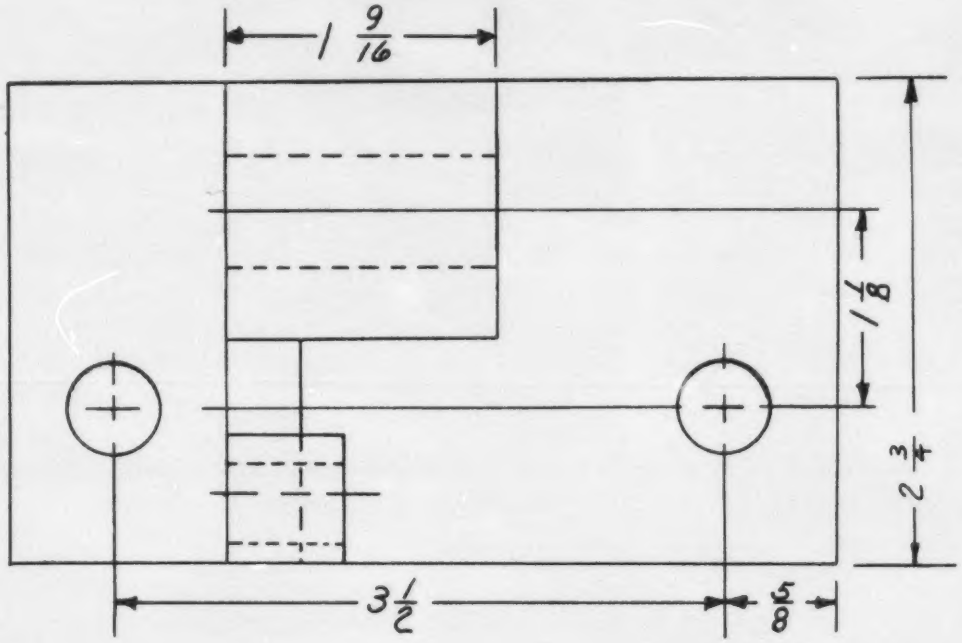
DEFINITION: Designated period of time in which the trainer or other staff member meets with each participant to review individual skills and goals related to specific occupations in the skilled trades.

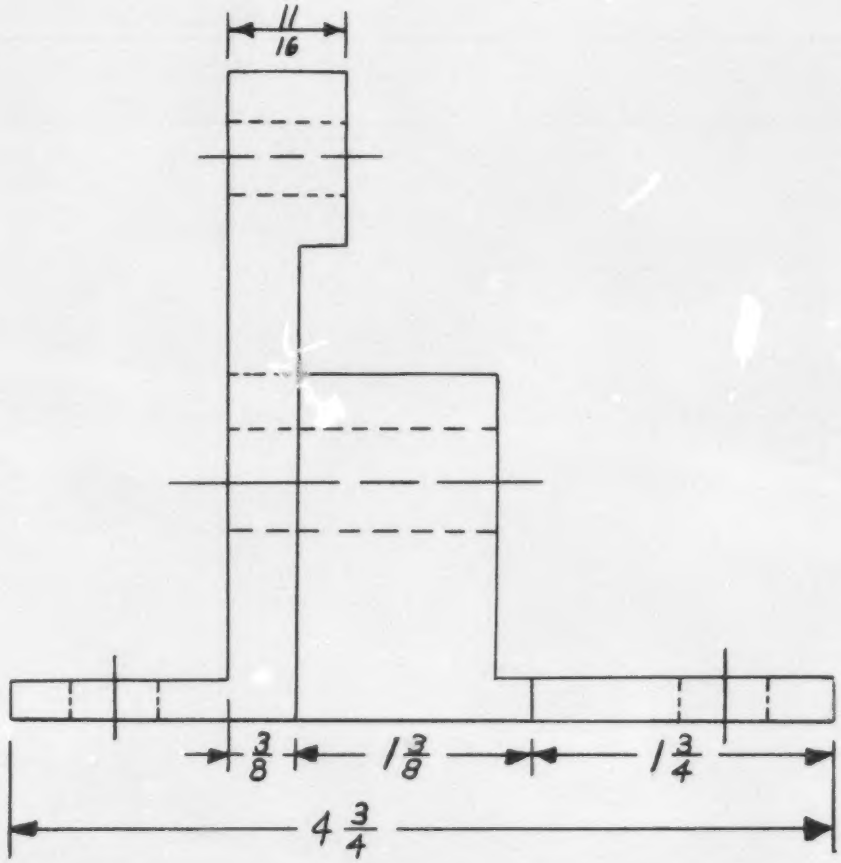
GOAL: To provide direct guidance to participants as they set specific goals for entering the apprenticeable trades.

INSTRUCTIONS:

Each participant is required to schedule and keep a one hour appointment with the employment counselor. During that one-to-one session, the counselor gives general pre-applications advice, concerning: child-care arrangements, transportation to and from work, required documents (e.g. high school transcripts, birth certificate, service discharge papers, etc), and personal problems impacting upon job effectiveness. Following that should be a discussion of the occupation choice or choices being considered by the applicant. This segment of the appointment should emphasize the reality of that individual career decision (e.g. job hazard, seasonal work schedule, hours of apprenticeship class room training, union-affiliated expenses, informal work expectations, sanitary facilities (or lack of)). Other options for apprenticeship preparation should be suggested, such as training programs and technical courses as well as sources of financial aid.

Practical tips focusing upon the actual apprenticeship interview should be offered emphasizing the behaviors and appearance which would be the most effective with the interview committee.





APPENDIX

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A. Magazine Articles

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"Breaking Job Barriers"	Parents	April, 1978
"How To Get A Blue Collar"	MS.	May, 1977
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"Sexual Harrassment"	Ladies Home Journal	June, 1977
"Sexual Harrassment On The Job and How To Stop It"	MS.	November, 1977
"The Hardships That Blue Collar Women Face"	Business Week	August 14, 1978
"What Men Do To Women On The Job"	Redbook	November, 1976
"Women Who Wear Hardhats"	McCalls	December, 1977

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II. Additional Resources

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"Why Women Choose Blue-Collar Jobs," by Elizabeth Jane Pascoe, Woman's Day, p. 30, September 27, 1978.

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C. Training Resources

Coal Employment Project Training Manual, ed. by Connie L. White, Coal Employment Project, P.O. Box 3403, Oak Ridge, Tenn. 37830, 1979. 460 p., $20.00.

Opening Trade Barriers: Sex-Role Awareness Tools, ed. by Rikki Goldstein, Fort Wayne Women's Bureau, Inc., 203 W. Wayne St., Fort Wayne, Indiana 46802, 1979. 15p.

Opening Trade Barriers: Final Report, ed. by Meg Eastes, Fort Wayne Women's Bureau, Inc., 203 W. Wayne St., Fort Wayne, Indiana 46802, 1979.

Women in Non-traditional Employment: A Selected List of Publications, Slides and Films, U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210, 1978.

Women in Non-traditional Jobs: A Program Model,(Boston: Non-traditional Occupations Program for Women. 79p. 1978 $2.50) (Denver: Better Jobs for Women 60p. 1978 $2.40)Both available from U.S. Department of Labor, Women's Bureau, Washington, D.C. 20210.

Young Women in Non-traditional Occupations Technical Assistance Guide, McClure -Lundberg Associates, Suite LL-1 1717 Massachusetts Ave., N.W. Washington, D.C. 20036 1978, 170p. $15.00.

ONE PLAN THAT WORKED

GENERAL CLASS CONTENT OUTLINE

Personal Characteristics

Self Assessment
Self Reliance Self Worth Self Image Interdependence

Personal Work Ethic
Value System Abilities Aptitudes Interests

Goal Setting
Decision Making Skills Risk/Reward Approach to Motivation Learning from Error

Work Environment

Sexual Harrassment
Language Desensitizing Isolation/Ostracism Mentor Development

Assertiveness
Body Language Co-worker Communication Interviewing Responses

Leverage Principles
Lifting Carrying Physical Conditioning

On-the-Job Expectations
Hazards Noise Fatigue Dirt Safety Clothing Weather

Knowledge of the Trade
Apprenticeship Procedures Application Process Role Modeling
History of Apprenticeship

Test Techniques

Concentration
Following Directions Memorization

Study Skills
Note Taking Researching

Test Items
Technical Vocabulary Tool Recognition Pattern Recognition Sorting
Form Perception Form Comparison Symbol Interpretation Cube Counting
Cube Turning Figure Turning Figure Unfolding Figure Commonality
Exact Measurement Object Discrimination Angle Discrimination
Embedded Figures Discrete Parts Discrimination Abstract Reasoning

Session 1 Three Hours

Introduce:	Training program, spatial relations.
Reinforce:	Assess personal goals, abilities, aptitudes, knowledge, interests.

1. Self Introductions: "I am_____and I'm here because_____."
2. Reference packets, class supplies, math worksheets.
3. Class Guidelines.
4. Learning Contracts.
5. Introduce staff members, project services, tutoring program.
6. Consultant/Tutor Schedules
7. "How Am I Doing?"
8. Research the trade of your choice assignment.
9. "Trade Interest Inventory."
10. "Follow Directions"/"Unemployed."
11. General Aptitude Test Battery Skill Chart.
12. Spatial relations exercise (as a group).
13. Spatial relations exercise (in pairs).
14. Discuss similarities between: 1) spatial relations aptitude to puzzle solving and b) spatial relations aptitudes to skilled trades.
15. "I Never Thought of It That Way."
16. "Predicting the Future."
17. "Do I Really Understand the Situation?"

Session 2 Three Hours

Introduce:	Assertive Communication.
Reinforce:	Spatial relations aptitude, study and test taking skills, self-motivation.

1. Self Introduction: "I'm _____ and I think that one advantage of working in the skilled trades is _____ and one disadvantage is _____. "
2. "How to Mark A Book."
3. "Multiplying Learning Capacity."
4. "I Can't/I Quit."
5. "Task/Reward."
6. "Test Taking Tips."
7. Spatial relations exercise (in pairs).
8. Spatial relations exercise (independently).
9. Assertiveness Chart.
10. Assertive responses based upon "myth and reality" fact sheet.
11. Role plays: group assessment/discussion.
12. "Myth and Reality."
13. Class session evaluation.

Session 3 Three Hours

Introduce: Body language and harrassment
Reinforce: Spatial relations and assertiveness

1. Three spatial relations (timed test: independently).
2. Body language demonstration.
3. Body language role plays: entering and sitting during interview situation.
4. "Interview Tips."
5. "Sexual Harrassment Is. . ."
6. Working Women United Institute's definition of harrassment.
7. News clippings: harrassment cases.
8. Sexual harrassment outline.
9. Role plays: handling harrassment, group review and discussion.
10. "The Man Who Sold Hot Dogs."
11. Class session evaluation.

Session 4 Two Hours

Introduce:	Work site environment.
Reinforce:	Awareness of work hazards and safety precautions.

Arrange work site visit through the local unions' Joint Apprenticeship Council or a union business manager.

Visit worksite as a group. Advise participants of appropriate clothing and behavior before the visitation, and prepare them for the possible reactions of the workers on the site.

Following the site visitation, discuss the participants' reactions. Hand out information about work hazards and safety precautions which apply to the various killed trades. Encourage discussion comparing the physical and mental hazards involved in traditional kinds of work (waitress, secretary, teacher, etc) with those hazards possible in the skilled trades.

Session 5 Three Hours

Introduce:	Physical conditioning and role models.
Reinforce:	Spatial relations.

1. Three spatial relations exercises (timed: independently).
2. Read and react to excerpts from Conversations, (Wetherby, Terry, Conversations, Milbrae, CA: Les Femmes, 1977).
3. Weightlifting lecture and demonstration.
4. Participatory physical conditioning exercises.
5. Class session evaluation.
6. "How am I Doing?": mid-course checkpoint.

Session 6 Three Hours

Introduce:	GATB test situation and language desensitizing.
Reinforce:	Goal setting and trade knowledge.

1. Psuedo-General Aptitude Test Battery Test: Six spatial relations exercises (independently) in test environment.
2. Language desensitizing "rounds" and discussion.
3. "Looking Back and Summing Up."
4. Oral presentation of research papers.
5. Class session evaluation.

Session 7 Three Hours

Introduce: Trade terminology.
Reinforce: Spatial relations and role models.

1. Group analysis of responses on psuedo-GATB Test.
2. "Trade Terminology".
3. Panel of female non-traditional workers: question and answer format.
4. Class session evaluation.

Session 8 Two Hours

Introduce: Recognition of tools.
Reinforce: Trade terminology.

Class should be conducted by someone knowledgeable about <u>all</u> tools (e.g. maintenance manager of a large apartment complex, retired handyman) and able to supply tools needed for the demonstration.

Participants should be encouraged to handle the tools, as well as being told the name of each tool and tool usage.

Participants should be encouraged to use trade terminology when asking questions about the tools or when responding to the facilitator's enquiries: "What is the name of this tool?" "What is this tool used for?"

Session 9 One Hour

Focus: "Graduation." Reinforce: Goal setting and decision making skills.

1. "How Am I Doing?"
2. "As a Result of this Class I've decided to . . ."
3. "Graduation" speech focusing upon importance historically of first women to enter apprenticeship programs across the country.

Session 10 One Hour

Introduce:	Apprenticeship interview procedure.
Reinforce:	Personal awareness of interview interaction.

Each participant is responsible for setting and keeping an appointment for a mock apprenticeship interview, administered at a time when the group doesn't meet. The interview assignment should be introduced and conducted formally with a list of questions covering the general categories of: interest in the trade, education, personal characteristics. Three interviewers should make up the interview panel, and take turns asking the formal questions. The same questions must be asked of each participant and, if possible, the same three interviewers, should conduct all interviews. For the sake of scoring validity, a score sheet designating points awarded in each category, according to the interviewee's responses, must be used. The interviewees should not be told these response scores nor told how well they did during the interview. The interview panel should critique the interviewee, making positive and negative comments about the performance, and suggesting ways to improve the interview impression: appearance, body language, eye contact, content of verbal responses, voice, etc..

ORDER FORM

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All orders must accompanied with check or money order payable to:

Fort Wayne Women's Bureau, Inc.

Opening Trade Barriers:	No. of Copies	Unit Price	Total
A Training Blueprint	_____	$ 9.50*	_____
-Instructors Guide to prepare women for entrance into the skilled trades. pp. 137.			
SAT's - Sex-Role Awareness Tools	_____	$ 3.50*	_____
-A Guide for educators addressing sex-role stereotyping as it relates to career choice. Grades 6-12. pp. 15.			
Packet of above two Manuals.	_____	$12.00*	_____
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